

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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The School Journal.

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THIS number of the SCHOOL JOURNAL will go before a large number of teachers in institutes. Look it over. You will find that it contains just what you want—Practical school-room helps of the very best kind. If you don't want to improve you don't want this paper. If you do want to improve this paper will come to you fifty times a year, full of the very help you have been asking for. It will pay you, fifty fold, to own it.

THE case of the anarchists of Chicago is a remarkable instance of the want of education. They wanted liberty; the police stood between them and their desires; therefore, kill the police! This they did, and now hanging stares them in the face. They did not have sense enough to reason that

behind the police stood the city, the state, and the general government. Their mental capacities could not grasp the force of courts, with authority to try and condemn to death violators of law and order. Their simple minds only grasped two thoughts: public property, which they wanted; and the police guarding this property. They simply reasoned, "Get rid of the police and this property is ours."

These anarchists have no idea of social and political economy. Their ancestors were uneducated in the art of thinking for themselves. As they are, they have no right to take a ballot in their hands; they cannot understand its meaning. In a nation like ours honest individual thought is our only safeguard. Without such thought we shall perish. Brute force cannot govern the uneducated. It may keep them down, but never govern them. Government comes from intelligence. The intelligence of a nation as well as of a school will enable it to govern itself. This is government.

LORD SALISBURY advocates the continuance of the policy of coercion for Ireland. Since the Irish have been coerced for hundreds of years the question naturally occurs how long will such a policy have to be maintained until they will not need coercion. This reminds us of a certain schoolmaster who had repeatedly whipped a bad boy in order to make him good, but to no effect. He steadily grew worse. On the occasion of one whipping, a visitor remarked to him, "When you are through whipping that boy you should commence governing him." To the teacher's mind whipping and governing were the same. He could see no difference. If the Irish are not capable of self-government, if the policy of coercion has not developed that faculty during the past three hundred years, it is not probable it will during the next third of a millennium. The English should now try some other means.

The whole treatment of the Irish is only another example of that policy of government that has for its foundation, "If you are not good you must be made good." It is the policy of brute force; the whip, the blow—authority. It assumes that the governed are not capable of self-government, and therefore must be ruled by the force of a superior will. Teachers can learn a profitable lesson in school government from the effect of kicks and blows on the Irish people.

DEMOSTHENES was asked: "What is the first requisite to success in a public speaker?" His answer was, not as is usually given, "Action," but, "The power of moving others." He was asked, "What is the second requisite?" His answer was, "The power of moving others." Again he was asked, "What is the third requisite?" Still his answer was, "The power of moving others." Action often repels others from us. Whether in a teacher or public speaker, the immortal answer of the greatest of Greek orators will stand as the expression of a great truth, that the great secret of success is, not action, but the power of moving others!

THE request of "Little Nell" in Dickens's "Old Curiosity Shop": "When I die put me near something that has loved the light and had the sky above it always," was most pathetic. Little Nell had enjoyed little of the beautiful light and clear sky above her. The musty air of London, and her contracted home had shut both out from her eyes. There are thousands of children like her in this country and Europe, whose only knowledge of this world of light and beauty comes through dingy factory windows and open doors of reeking tenements. They know nothing of "pleasant country school rooms with fragrant flowers, the happy recess, the play after school, and the hours of Saturday spent in the leafy woods or filled with sports on the green

grass." To them the beauty of the world is confined to shop-windows and the dusty grass and flowers of the parks, not one leaf of which they can touch. Thousands of these children commence work at an early age, and life becomes to them what a Manchester workingman said to Mr. Joseph Cook: "It's the same thing day by day, sir, the same little thing over, and over, and over." They are, as Dr. Root says, "learning no trade, doing nothing to stimulate enthusiasm, exciting no mental faculty, awakening no mental skill. The machine in modern industry is rapidly becoming the brain, and the child who tends it, merely a thing dependent on it for a support." Country and village children can congratulate themselves that they have far happier and healthier times than the poor boys and girls of our large cities or factory towns. From the bright sun of our beautiful land, and the pure air of our health-giving breezes they can get an abundance of pure blood and strength of muscle that will serve them excellently during many years of their after lives.

MOST of the men and women who do anything worth doing are born and educated in the country. They often come to the city when mature, and become its foremost citizens, but they get their pure blood and morals from country air, water, food, and associations. In the country is our hope. Cities have always been breeding-places for vice, and always will be until the world is regenerated in the good time yet a long way off. The worst element that comes to this land from the old world stays in the cities, the best goes into the country, tills the land, builds school-houses and churches. There is vice in the country but nothing in comparison with what is found in cities. There is every reason why our country schools should be the best in the land. There the majority of statesmen, professional and business men have been educated in the past, and there they will be in the future. It is a sad fact that progress in educational affairs has not reached the average country school. It is not only no better than it was twenty five years ago, but in many instances it is worse. Less attend it, no better talent directs it, and poorer wages are paid. This is neither good economy nor good policy. It pays to educate country boys and girls. The leading men and women in our large cities were once barefooted school children. The successful men of the next generation are not nearly so likely to come from our magnificent city graded schools as from some of the unpainted board or log school-houses of the out-of-the-way place. When the race of hard, homely, studious, country boys and girls dies out our country will be on the verge of ruin. There are doubtless many who will laugh at these statements as extravagant, but we have the statistics to prove what is here affirmed, and we know that the cause of humanity, sound learning, and morality has to-day reason to bless the homely homes where brothers and sisters are fighting to keep the wolf from the door, and gain an education that will enable them to stand among the princes of our country.

The other day the magnificent funeral bier of Samuel J. Tilden passed the door of a simple story and a-half cottage where he was born, and where he spent the early years of his life. In passing through the older portions of our land one is constantly shown the humble early homes of many of our most noted men and women. The eastern states are dotted all over with them. The cities are often the places where they gain renown, but the country is the place where they were born and reared. Take good care of country boys and girls! The little barefooted boy out in Nebraska or up among the Adirondacks is far more likely to be President than the sleek little dude who attends the primary department of some city school.

OUR HOPES.

Hope is the inspirer of work. Dante, in his "Inferno," places over the entrance to hell the inscription, "Let all who enter here leave hope behind." But it is true that when anyone, even this side of Hades, has abandoned hope, he has already entered that rayless region.

The commencement of a new school year is marked by new hopes. The past is gone, the future is full of better deeds. We hope to make this paper fuller of sound educational doctrine, better methods, and more adapted to the wants of our subscribers. We hope to have more kindly suggestions, and a greater number of helpful letters, more hearty co-operation and whole-souled support, and more permanent subscribers, who will consider our coming as essential a part of their weekly life as their necessary food. We hope to increase the number of advanced educational thinkers—those who will not be in bondage to books, courses of study, and antiquated forms of expression. We hope that grammar will soon be emancipated from dead vocabularies, and geography from the dry memorizing of names, history become the most attractive study in the school, and arithmetic meet the wants of business. We hope that manual training will become a part of all courses of study, and kindergarten principles rule all primary work. We hope that school government will be less dependent upon the rod for its strength, and that the heart will receive more attention than the head. We hope that our school-rooms will be the most attractive spots on earth; full of pure air, healthful sunlight, and rational seats. We hope the good time is near when teachers will be elected during lifetime, or, at least, during good behavior, and that the question discussed by school boards will be not how little, but how much can we pay. We hope that teaching will rank with the learned professions; equal in respectability and emoluments with law, medicine, and theology. We hope that wages will be apportioned according to quality, and not according to sex, and that women in boards of education will be considered as good and as necessary as men. We hope the time is near when schools will send out honest graduates, and not simply educated ones, and that the world will look upon the church and school as more necessary to the permanence and prosperity of the state than departments of public works or legislative assemblies.

We hope that the time is near when every teacher will consider it a duty to take an educational paper, under no circumstances to be omitted. Nothing could more powerfully affect educational thought than this. The forces more directly elevating the world than any others are the church, the school, and the press; and from the fact that so many papers are published, it is probable that the press is exerting the most powerful influence of the three. We hope to double the circulation of the JOURNAL during this school year, and in accomplishing this work we hope to have the co-operation of all the friends of education within the sphere of our influence.

TEACHERS' INSTITUTES.

The radical course of the state of New York concerning teachers' institutes is attracting much attention. No state in the union has taken more advanced ground. All teachers must attend; and if their schools are in session, they must be paid their salaries as if teaching. The institute faculty are expected to attend to this work to the exclusion of everything else. It is the intention of Supt. Draper to hold one institute in each commissioner district during the coming year, and he expects to utilize local talent more than in the past.

What is the purpose of a teachers' institute? When may it be called a success? By whom should it be managed? What ought to be considered a good program for its guidance? These are vital questions that cannot be answered in a dozen articles. To throw out a few hints is all that can be done in this column.

An institute is not a school. It is not continued long enough to make text-book instruction at all thorough. A few years ago it was the fashion to make it an opportunity to cram for an examination which was usually held on Saturday, and the lessons given during the week aimed at the end in view. Such institutes have nearly had their day and a better end is now sought to be attained, which is, the preparation of teachers in philosophy and method. The work of filling the mind with knowledge that can be obtained at a good school or from books is not now considered legitimate during the sacred hours of institute week. Among the topics most thoroughly discussed by the best instructors are, in what order do

the faculties of the mind develop? how can imagination, memory, reasoning, and generalization be cultivated? economy in teaching reading, writing, spelling, and number, etc.; discipline; order; school-law; incentives, proper and improper; punishments; and actual model lessons, showing the art of proper questioning and development. The effect of a good institute is inspiring, stimulating, and exhilarating, leading those who drink in its spirit to value more highly than before the teacher's work, and determine more faithfully to devote themselves to its duties. The first normal institutes in Iowa were models of their kind. A building containing several rooms was secured, in one of which the general exercises were conducted, and in the others a practice school was organized. Theory and philosophy were discussed before the whole institute, the application was attended to in classes of pupils. The institute continued for four weeks, sometimes for six. Some little real normal work was done, true not great in amount, but valuable in quality. Young teachers, and sometimes old ones too, caught new ideas of the nature of real school work, and better ideals were fixed in the mind. The institutes of Iowa have to a good degree kept this idea, although the model school has been generally abandoned, but they have been more systematically organized and conducted than any others in the Union.

That the model institute has not yet been held is a fact no one will dispute, but we are gradually approaching it. Our normal schools will train those who are to become professional teachers, our institutes will help those who are temporarily in the work, and our academies, high-schools, and colleges will impart the knowledge necessary to enter the school-room. When we reach this point we shall have a classification and distribution of work greatly contributing to the efficiency of school labor.

It is claimed by some that it is impossible to make institutes and normal schools purely professional, that method cannot be divorced from instruction, in fact; and that the best way to learn how to teach a subject is by studying it under a first-rate teacher. These statements must be discussed, but the time will surely come when our institutes and normal-schools will be confined to profession work. The state of New York will be the first to try this experiment.

TWO ARTICLES

In this week's paper deserve special mention; "Why Not?" by Geo. P. Brown, and "Manual training in Ungraded Schools." The article of Dr. Brown contains an important truth, viz.: The time has come when the thinking teachers in all of our cities and states should form associations for the purpose of coming to some conclusions on the vital questions affecting the educational interests of our country. We discuss, hear, and read papers on all sorts of subjects at our state and national associations, but excepting a few wordy and often meaningless resolutions, nothing tangible is accomplished. When we leave, there is a sense of unsatisfiedness, a feeling: "What did it all amount to?" There are half a dozen questions, the answers to which are vital to the existence of the state and essential to the health of our schools. They must and will be answered, and teachers will be directed in their duty if they do not answer them. There is more thinking and deciding ability among professional teachers than in any similar body of learned men and women. Let them come together for the purpose of coming to some decisions, and the world outside will hear and be convinced. There should be a hundred councils of education organized in the United States during the next three months. Let these be thoughtfully conducted and their conclusions publicly reported, and reforms in our schools will "come from within, and not be forced upon them from without."

The subject of manual training, discussed by Dr. Woodward, is one that more than any other educational topic is occupying the public attention. The people want more "practical" education. Exactly what this word "practical" means they do not know, but being convinced of great defects in our graded systems, they turn to technical training as a solution of the whole difficulty. That the disease is not to be cured by ingrafting manual training on our public school system, as now arranged, is to us evident. What the remedy is we shall discuss in future.

A SERIES of lessons for primary teachers is begun in this paper. It will be continued, and be made as complete as possible, though only an outline course. The present paper covers one year, the sixth year; it sup-

poses the child not to have learned to read. The succeeding papers will deal with the six successive years, the years the pupil is in the primary and advanced (grammar) schools. One of its values consists in its pointing the work towards education. Teachers are requested to send additional work for this grade they have found best to give. In this way the methods and plans suggested will have a point. It is one thing to give general methods for language, another to point out the method for a given grade.

DEAN BOURGON, of Oxford, England, a few years since preached a sermon, entitled, "The Higher Education of Women a Crime Against Nature and a Sin Against God."

HON. NATHANIEL H. R. DAWSON, of Selma, Ala., has been appointed commissioner of education, by President Cleveland.

TEACHERS, poets, and saints are not born—they are made by training and perseverance in right-doing.

ARE WE CIVILIZED.

THE following item recently appeared in the Boston Journal. It sounds very strange, especially since the incident it records happened this summer, and in a city, state, and college that is supposed to be civilized. If this is the culture demanded by a modern college the sooner we understand it the better it will be for the coming generation.

A mob of Brown University students stole into President Robinson's barn, the other night, at Providence, dragged his family carriage out in front of Sayles' Memorial Hall, wound cotton soaked in oil, tar, and turpentine all about it, and set fire to the vehicle. A dance, accompanied by music from fish-horns, was held about the fire until the chaise was in ashes.

Where were the police? Where were the college authorities? Where was honor, justice, and politeness? Such an incident could have happened in a barbarous age, but we cannot imagine how it could take place in the year of grace and civilization—1886. There is something wrong somewhere. Where is it?

THE VALUE OF THE KINDERGARTEN.

THE REV. HEBER NEWTON, of this city, in a paper on the "Kindergarten as a Prevention of Crime," read before the national conference of Charities and Corrections, recently held at St. Paul, said:

It is essentially a soul school, reproducing on a smaller scale God's plan for the education of society. Order is established on the little ones, impressing their natures, and molding them while still plastic into orderliness; and the obedience required develops in them the sense of amenability to law. It is also a school of manners. Children are taught to be polite among themselves as well as to the teacher. The prominence given to music in kindergartens is following out the theory of old philosophers of the softening influence of music. The sense of corporate life grows up in this little community, rebuking selfishness. Justice, honesty, and all honorable traits are inculcated thereby. An atmosphere of love pervades the school, which is the best promoter of morality. And so education is the real preventive of crime, and the state would find it a good investment to establish free kindergartens. Their expense would be saved in the decreased cost of penitentiaries.

FOOLHARDY EXPERIMENTS.

The present season has been prolific of foolhardy demonstrations. A few weeks ago a bootblack jumped from the East River Bridge, simply to show that he dared to do it. By a miracle he was not killed, and now poses as a hero in a dime museum on the Bowery. A short time since two cranks caused themselves to be encased in a barrel, and ran their chances through the boiling waters of the rapids of Niagara. They came out alive, and have become a nine days' wonder. Another crank is preparing to brave the Falls in the same manner, and the probability is his worthless body will be picked up somewhere along the banks of the river. Many men, boys, and women have been selling their heads as points on which to support targets for rifle shooters. With a cigar or a piece of cork, they have stood, willing to risk their lives for a little money. They have staked all they have upon the steadiness of the nerves of a sharp shooter. All this shows a demoralization of public taste. No human being has a right to risk his life, no matter how worthless it may be, without sufficient cause. A man who puts himself in jeopardy, merely to show what he dares to do, should be classed as a mur-

derer; and the sharp-shooter who, by any mishap, should take the life of a human being, no matter how willing that being may have been to be shot at, should be executed as a wilful murderer. Brutal exhibitions during all the ages have been demoralizing. Bull and cock fights are universally condemned. The old gladiatorial shows of the Romans have been abolished. The world will not endure cruelty.

Barbarity among children is especially to be peremptorily condemned and stopped. Some years ago two boys at play were seen tormenting a cat. They had wound a cord around its neck, and each, pulling the ends, were saying, in brutal delight: "See how its eyes stick out!" Whipping was too good for those boys, but it is doubtful, after all, whether whipping would do them any good. It is strange how strong this brutal instinct is in some boys, and even girls. Thousands delight in tying tin cans to the tails of dogs, and fastening fire-crackers to cats; and thousands of older children are found who laugh at such bestiality. Either children do not realize the pain they cause when they torment animals, or they are indicating the brutality of their ancestors—our savage forefathers. Kindness to animals, and love for each other are the foundation stones of whatever is excellent in our civilization. This subject is an important one, to which we shall again have occasion to refer frequently.

NOTES BY THE WAY.

A few years ago all that part of our country between the Missouri river and the Rocky mountains was laid down in our school maps as belonging to the "Great American Desert." Now this whole region, in Kansas and Nebraska, for three hundred miles, is valuable farming land, dotted all over with hundreds of villages, and filled with thousands of farm-houses. It constitutes one of the richest agricultural sections of our country. West of this to the mountains the land is more adapted to grazing than agriculture, but although the rainfall is uncertain, the country is by no means a desert. The grass is nutritious and abundant enough to fatten thousands of cattle, and, when irrigated, raises anything that any good land in the temperate zone produces. The extent of this country is beyond the conception of the average New Englander or New Yorker. The State of Kansas is four hundred miles long, by two hundred broad; Nebraska is only a little smaller; and Colorado, larger than either, is four hundred miles from east to west, and three hundred and seventy from north to south. In Kansas, Nebraska, and Colorado there are nearly two hundred and sixty-three thousand square miles; while in all the New England states there are not sixty-seven thousand. Kansas would make nearly ten states, each as large as Massachusetts; and the three states of Kansas, Colorado, and Nebraska would make four states, each one as large as all the New England states combined.

The territory of New Mexico is larger than the state of Colorado, and its resources, although extremely rich, are, as yet, quite undeveloped. In passing from La Junta to Las Vegas the traveler passes over a continental divide over 7,000 feet above the level of the sea. We could hardly realize that we were a thousand feet higher than Mt. Washington. The grade on these mountain passes is very steep, two engines being required to take the train up and down. Before reaching this divide we caught our first view of the Rockies, and, although they were forty or fifty miles distant, they did not disappoint our expectations. These cloud-capped and snow-covered monsters stand like grim sentinels of an old geologic age. As we neared them their greatness and beauty became more apparent. Here and there could be seen thunder-storms, through which the sun shown with unusual brilliancy, while over the plains, against a stormy horizon, was projected one of the most brilliant bows ever thrown upon an evening sky. It was a grand sight. The mountains on the one side, cloud capped here and there, snow-covered and storm-filled, while on the other side the vast plain, overhung with its bow of glorious promise. As we rushed on, higher and higher, the darkness slowly crept over the landscape, and the brilliant light faded into one of the most beautiful nights that could be imagined. The intense blue of the air became almost blackness, out of which the stars and planets seemed to stand like things of life. It was as though they had been brought thousands of miles nearer to us than before, the air being so free from mists and smoke.

"Oh, sunset of summer,
What is like thee,
Hope of the wilderness,
Joy of the sea?"

Only one thing is like thee
To mortals given
The Faith gilding all things
With hues of Heaven."

The transition from the villages of "the states" to those the older towns of New Mexico is as great as going to a foreign country. The adobe (pronounced *á-dō-bá*) houses are not seen east, and the plains, covered with sage brush, are peculiar to the Rocky mountain region. These adobe houses are made of clay and sand, mixed with cut hay or straw, formed into large square bricks, and dried in the sun. These are laid one upon the other, with a mortar of the same material, in walls often four feet thick and four stories high, although commonly the houses are only a single story high. The better houses are covered as in the east, but ordinarily, the roof is flat. Timber is covered with small sticks, over which is placed a two-feet thickness of adobe material. "What do the people do when it rains?" It doesn't rain very much in New Mexico, but when it does they do the best they can. After a severe storm, which even in this dry country does sometimes come, it commences to rain inside a day or two after it has rained outside. Under such circumstances the family generally move out until the roof dries. It is perfectly safe to dig a large hole in the ground, put a roof over it, arrange for a door and window, and live in it. Unless under the uncomfortable circumstances just mentioned, the house is perfectly dry and comfortable—cool in summer and warm in winter. There is no dampness in the ground. An adobe village has a monotonous appearance. The long row of dirt-brown, one-story, flat roofed houses on both sides of a narrow street, with the door opening directly on the street, is decidedly uniform. In the older parts of Las Vegas and Santa Fe the better houses are built around a square, in the centre of which are a few shrubs, and a little vegetation, and sometimes, not often, a well of water. It would seem at first that these houses would be perishable, but such does not seem to be the case.

THE OLDEST BUILDINGS IN AMERICA.

We visited the oldest dwelling-house in America. It was built of adobe, two stories high, about the year 1560. In this the first missionaries lived for several years. It is small, but to-day comfortable and whole. Of course it has been repaired, but this is easily done, and with the same attention there is no reason why it may not last a thousand years. The oldest occupied government building in the United States is in Santa Fe. It was erected by the Spanish government early in the 17th century, and is now occupied by the governor and state officers of the Territory of New Mexico. There are no signs of decay, the walls are thick and whole, and there is no reason why it may not stand to the end of time. This palace was seared with age before the Europeans ascended the Allegheny mountains. Here have resided the long line of governors and captain-generals of "this kingdom and province of New Mexico." From here have issued royal edicts and republican laws, declarations of war of conquest and reconquest; here treaties of peace have been negotiated, and here prisoners and captives have been turned over, under official orders, to the tender mercies of the inquisition; and in its court, multitudes have been beheaded or hung.

SAN MIGUEL,

the oldest church edifice in this country, is built of adobe, and although showing unmistakable signs of decay, is in a tolerably good state of preservation. It was built during the last of the sixteenth or at the beginning of the seventeenth century. The present structure was restored in 1710. Adjacent to this church is "the oldest house in America," spoken of above. There is nothing beautiful about this building; but standing within its time-stained walls, in one corner of which is hung the old bell, cast in 1356, and in whose chancel hang the old pictures brought from Spain, one of which is pierced by a bullet, a thousand strange thoughts enter the mind. In a new territory, but an ancient locality! not, it is true, like old Europe, or older Asia, but very old for this new world! It makes Columbus seem a near relation, and the settlement of our country an event of only a few years ago. At one end of the long, narrow room, confined by thick white walls, set with deeply-cut windows, stands the altar; while above the entrance doorway is the choir, supported by heavy beams, still showing the carvings cut by the builders years ago. It is a simple, unpretentious room, but shows how little of pomp and show marked that early life. In the Indian outbreak of 1680 it was much injured by the exasperated natives, but in 1693, after the reconquest of the city by

the Spaniards, the work of rebuilding was begun, and it now remains as it was then finished. A.

WHY NOT?

By GEO. P. BROWN, Ph. D., Chicago.

There are an unlimited number of teachers' conventions held annually in the different states, and a limited number of national conventions of those engaged in the promotion of education in one form or another. These have been and are valuable auxiliaries to education. They are worth all they cost, for the new associations that are formed, the broader sympathies that are awakened, the inspiration that is experienced, the knowledge that is acquired, the more comprehensive view that is given of the work of the school, and the sense of union and co-operation that a great convention will engender or strengthen. These justify the expenditure of the time, energy, and money that is incident to these meetings.

But the time has come for a new departure in the matter and method of these conventions. Essays on the importance of moral training, manual training, the study of history, and the like, are well enough and ought to be continued for those who need them; but there is a remnant who ought to enter upon another kind of study by a different method of investigation.

The reason for this departure is that people of intelligence are seriously questioning whether the results of the school are worth what they cost, and whether some other kind of education would not be better for the mass of the people.

These doubts and interrogatories demand and deserve a candid and satisfactory answer from the teachers. Whatever of change or reform the schools undergo, should come from within, and not be forced upon them from without.

To be competent to answer all interrogatories and suggest the needed reforms, the teacher should have a clear and adequate knowledge of some things he does not now know. Among the things he should know are: (1) What is the particular function of the American public school? (2) What are the educational values of the different school studies and exercises now employed in the school, and of those it is proposed to introduce? (3) What are the economic values of these? (4) What relation does a knowledge of psychology bear to the selection of a proper curriculum of studies? To answer any of these questions adequately, requires a rigid analysis of concepts and general judgments heretofore thought to be unnecessary. Words and phrases and statements that have heretofore passed unquestioned are now challenged, and their significance demanded. If the function of the public school is to prepare the pupil for citizenship, as one of our much-quoted educationists recently affirmed, by which was meant a preparation for his relation to the state rather than to the family, the church, or the business or social world, then it would seem that the curriculum of study would be quite different from what it would be if it were held that it is the special function of the school to prepare for business, or for the family, or for the church. If it were held that its function were to prepare for self-directive activity, in all of the institutions in which the individual must live, then would a still different curriculum be required. It is sometimes said that it is the function of the school to make a complete man or woman. But that does not differentiate the school from the other institutions. It is the function of every and all human institutions that are worthy of existence, to make men and women. The bottom purpose of them all is education. It seems important, then, that a definite and adequate conception of the function of the school be formed before any real progress can be made in determining its curriculum.

Then, the educational and economic values of each and every study and exercise ought to be known. This requires an analysis of each study with a view of determining its effect upon the mind, and also an analysis of the mind in the different stages of its growth.

Here is a comparatively unexplored region to most teachers. Now the question we started to ask is: Why shall not at least a portion of the teachers of every state or district join hands in the investigation of these and kindred subjects, and devote a portion of the time of each convention to the consideration of the reports of those who have something to contribute to the solution of these problems?

We have been constructing theories, and courses of study, and school machinery for years. We need now to enter upon the work of analyzing, in order that we may know what is of real value in our educational structure, and why and in what it is deficient.

MANUAL TRAINING IN UNGRADED SCHOOLS.

BY DR. C. M. WOODWARD, Manual Training School, St. Louis, Mo.

Judging from my own experience, the program of an ungraded school is an imposing affair. In my first school in Ashburnham, Mass., I think I had thirty-five pupils, and nineteen recitations per day. The ages ranged from six to twenty-three years, mine was eighteen. The term (winter) was ten weeks long. I taught only primary and grammar work. The oldest pupils were dull and backward, and studied little at home. Had I had an assistant, I could have taught the higher classes much more than I did. They had time for draughting and practical mechanics, but I had none. Two hours a day on these matters would have opened their minds wonderfully, but my giving them such instruction was wholly out of the question, for two reasons:—First, I had no time to spare from work relatively more important; Secondly, I knew nothing then about either drawing or practical mechanics myself. Either reason was a sufficient excuse for omitting manual training. Under similar circumstances, I should advise every teacher to do likewise. Such a school is poor at its best and of necessity imperfect in its work. There is no doubt that in all such cases the preference should be given to the three R's.

My next school was the superior half of a village school, containing about sixty boys and girls above the age of twelve. Here again we did only grammar work, and a part of the discipline of my pupils consisted in the formation of habits of individual study and self-reliance. They learned their lessons at school, and they were obliged to try to learn them for themselves. As before, the pupils had time for more instruction than I could give. Still, as I recall the hours spent in Greene's Analysis, I think it would have been far more profitable in every way to have given the entire room an hour a day in "projections" and the first principles of drawing, in the place of grammar and "parsing." Not that this work had not some value, but that that would have had more. More than that I alone could not have done.

But now comes the question: Can systematic manual training be introduced into any ungraded school with profit? My answer is: No, unless the pupils are very few. Systematic training implies a course of instruction, term after term and year after year, with the consequent result of several grades of proficiency. That is clearly impossible in an ungraded school. When one has an assistant the school is partly graded; with two or three assistants, the grading may be perfect. Ungraded schools are either in the country or in small villages, where the pupils pick up a crude kind of tool-work about their homes. It will be found most fruitful if for three or four hours per week, the teacher can take the older pupils, say those in their teens, by themselves, and give them a regular course of free-hand and instrumental drawing leading up to practical draughting. Many of the details of construction could be shown by models, which should be accurately measured and carefully drawn. A single set of tools would serve to illustrate mechanical processes, and show pupils just how exercises should be executed at home. In this way the spare hours of the pupils would be utilized with intellectual and moral profit. This work would necessarily be somewhat fugitive and irregular, but by following a logically arranged system, and insisting upon correct methods and strict criticism, much would be done in the way of manual training without either expensive apparatus, or curtailment of the usual program.

Ungraded schools, as a rule are not over-taught, and the programs contain little that can be spared; the terms are few and short, and pupils rarely suffer from the serious evil that threatens graded schools; viz. the premature introduction of higher grade studies. Because algebra, the construction of language, practical mechanics, and detail drawing, are suited to fourteen and fifteen year old boys, it does not follow that they are suited to children three or four years younger. Finally, let no teacher fancy that he understands either practical mechanics even in wood or draughting until he has executed work satisfactory to a competent critic. I shall give some hints on projection drawing in my forthcoming book on manual training (By D. C. Heath & Co., Boston), which will be of value, but neither practical drawing nor tool-work are intuitive arts; to be properly learned they should be logically taught. A summer school of shop-work and drawing would be invaluable to an intelligent and zealous teacher. Without some such preparatory training, let the teachers of ungraded schools go very slow in the matter of manual training.

THE SCHOOL-ROOM.

THE PRIMARY CLASS.

The first seven years the child should spend in its mother's arms, the nursery, and the kindergarten (child-garden); the second seven years in the primary and advanced (grammar) school. During these, and also during the following years, he will consider and comprehend, more or less, these eight subjects: Things, People, Language, Body, Numbers, Earth, Right and Wrong, The Beautiful. As few enter the kindergarten, the following directions suppose him to be six years of age; that is, they are lessons for the sixth grade.

SIXTH GRADE.

[Outline Course.]

THINGS. (A few suggestions only are made.) Let the pupils close their eyes; then strike a bell and a tumbler, and let the children notice the difference, and tell which is struck. Pour water into several tumblers, in varying amounts, and then strike them; let the children close their eyes and tell which is struck. Let them touch their tongues to vinegar, and sugar, &c. Let them smell of camphor, peppermint, and let them handle wool, cotton, leather, &c. Give lessons on form and colors. Let them construct forms with blocks. Let them fold paper, prick paper, &c. Let articles be made by such tools as is proper for the child to handle.

PEOPLE. (A few suggestions only are made.) Tell them about different officers, as teacher, minister, policeman, judge, &c.; about men in different occupations, as grocer, butcher, merchant, farmer, shoemaker, tailor, &c.; and later on about past men of note, as Garfield, Lincoln, Washington, Columbus, Alexander, Moses, Noah, &c. Begin with those they know about already. Question them, and get them to thinking about people, and their work and ways.

LANGUAGE. (A few suggestions only are made. Of course all lessons are lessons in using language; to these no reference is made here.) Teach familiar words, as *hat, dog*; first the idea, then the spoken word, then the sign (writing in script); associate these in the mind. After learning several words, join them into phrases and sentences, as *my hat*; this quality word "my" will be learned by repeating it in conjunction with "hat"; as *my dog, red coat, red dress*. In every case possible let the child handle the things spoken of. The teacher writes "fan" on the blackboard, and the child picks up a fan and presents it; there should be a collection of objects for use with this grade. It is estimated that 400 different words occur in the First Reader; the teacher should know what these are, and teach them slowly, carefully, and intelligently. Fan, man, pan, can, ran, Dan are examples of words that the child will learn readily by having the similarity pointed out. It will be several days before the children of this grade will need a reader. During the year several First Readers should be read through.

BODY. (A few suggestions only are made.) The children should be taught the uses of their bodies, their arms, and legs, their eyes, mouth, ears, &c. This is best done by short, simple talks day by day. Lead them to find out that the body is made of bones; a doll can be shown to the class. The names of parts can be given—head, neck, trunk, chest, arms, legs, hands, feet, fingers, toes. Lead them to see that we breathe air into the lungs. Then feel of the pulse, and tell them it is blood; that it comes from the heart. Let them shut the eyes and tell what they are for; the ears, the tongue, the nose may be explained in a similar way. By daily lessons the joints in the arms, in the legs, the uses of the hands and feet, the names of the fingers, &c., may be taught. They will be taught to care properly for their bodies. Each half hour give exercises with the hands and arms, and marching movements with music.

NUMBERS. (A few suggestions only are made.) Suppose the teacher begins with three. She asks: Show me three books, three pencils, three sticks, three pieces of paper, three pupils, three desks, three windows, three lines in the floor, three corners, three fingers, three noses, three feet, &c. Let the pupil rap three times, stamp three times, cough three times, say oh! three times, say ha! three times. Let them make three marks on their slates, perpendicular, three horizontal, three oblique. Let them bow three times, turn to the right three times, etc. Let them make foot rules of pasteboard, and make three inches on their slates, then three right angles, &c. Give three sticks to each pupil. The teacher holds them in his two hands; they do the

same; he takes two in one hand and one in the other, and separates his hands; they do the same. Bringing them together, How many sticks have I? Separates them,—How many sticks have I? How many in this hand? How many in this? How many are two sticks and one stick? How many are one stick and two sticks? He draws three marks, two at a little distance from the one. Apply this to many objects. Rubbing out one mark. One mark from three marks leaves how many marks?

EARTH. (A few suggestions only are made.) The teacher points to a tree or a plant. What is it? Where does it grow? After some more talking the teacher proposes to plant some seeds in a pot; they bring seeds and they are planted; even wheat, oats, &c. Conversation goes on, and the pupils are led to look at the ground and its products, and to study them. In further talks the facts they have learned will come out. Trees, grass, plants, grow in the earth. (Do not tell them; let them investigate.) Question them more about the ground. (They will learn soon that certain animals live on the earth, as worms, frogs, birds, &c.) Bring in a frog, or a bird, and talk about it. Lead them to see the value of the ground as a place for trees and flowers to grow on; for animals, as a place for houses to be, to stand, &c.

RIGHT AND WRONG. (A few suggestions only are made. To train the moral powers we teach children to know their duties to themselves and their duties towards others.) Teach them to control themselves, the temper, the appetite, the desires, to speak the truth, to improve their minds, and care for their bodies; to avoid indecency, profanity, and intemperance.

They must obey their parents and teachers, be kind to brothers, sisters, and playmates. They must respect the aged and infirm; be courteous and polite.

All this must be presented in the concrete, not by lectures. Children do not comprehend virtue in the abstract. They learn the right by seeing it in the actions of their parents and teachers.

THE BEAUTIFUL. (A few suggestions only are made.) Show a rose, and ask, "What do you think of the rose?" They will say, "It is pretty." Let them use that word "pretty." Tell them to think of other things that are "pretty." Write down the names of "pretty" things. Encourage them to look for pretty things; speak of the rainbow, the sunset, the sunrise. Have a box, in which pretty things are put; open it; take out speckled beans, &c., pieces of cloth, ribbons, feathers, &c.

Sing pretty songs with them daily: "Birdie in the Tree," "Days of Summer Glory," &c.

BUSY-WORK. The work the child will undertake at his desk should not be lessons, so called, but something that will interest him and employ him in the right direction. Mark out in his course something to enlarge his power of expression (language); something about his home and his school (people); something about the objects he sees about him (things); something about his own personal life (body); something about the world (earth); something about duty (right and wrong); something about quantities (numbers); something about the pleasing aspects of things (the beautiful). This the ingenious teacher will provide.

REMARKS. The above course for pupils six years of age are in outline only. Teachers are requested to send in additional work classified as above, so that quite a full outline may be constructed.

SCHEME FOR GEOGRAPHY.

BY M. E. BARTLETT.

FIRST YEAR.

I. The application of geographical terms to the features of the landscape. Molding. (I use clean sand in a large shallow box as preferable to a molding board.)

II. Points of compass as determined by the sun.

III. Idea of direction, distance, (using the foot as unit of measure indoors, and the rod outside.)

IV. The succession of summer and winter with their accompanying heat and cold; of day and night with their light and darkness.

V. Plants.

(a) Classification as wild and cultivated.

(b) Kinds that are cultivated, identification.

(c) Usefulness of each.

(d) Why cultivated in summer.

VI. Trees.

(a) Kinds. Identification by wood, bark, leaves, and general outline. (We found it quite a study to identify the different species of oak in our vicinity.)

- (b) Distinction between trees that drop their leaves in winter and those that do not. Example of each.
 (c) Distinction between hard and soft woods.
 (d) Usefulness of trees.

VII. Animals.

- (a) Classification as wild and domestic.
 (b) Kinds that are domestic.
 (c) Usefulness of animals.

VIII. Birds.

- (a) Names of those common to the locality.
 (b) Identification by plumage and song.
 (c) Usefulness of birds.

IX. Fishes.

- (a) Names of those common to the locality as far as can be identified.
 (b) Usefulness.

X. Minerals.

- (a) Names of those that can be obtained.
 (b) How obtained.
 (c) Usefulness.

XI. Recognize in manufactured products the results of the occupations of man. Name different occupations in vicinity; materials used in the work produced; power used.

XII. Develop the ideas of division of labor, exchange use of money, gathering of people into towns.

XIII. Consider means of transportation.

SECOND YEAR.

I. Devote time to getting correct conceptions basing the work upon ideas already gained through the perceptions but which are yet inadequate.

This work should result in notions as adequate as possible of such things as rivers, mountains, plains, the ocean, great cities, regions of perpetual winter and summer, of long continued day or night.

II. Interpretation of map.

Develop ideas of area, scale, proportion. Make a plan of the school-room whose outline and proportion the child can see.

Outline the school-yard, father's farm, or the city block, showing that the map or outline represents the surface as a bird would see it from above.

Locate places in their appropriate positions within the area represented. City map.

III. Introduce the globe. Teach the shape of the earth; the division of the earth's surface into land and water; names of the grand divisions of each; compare the grand divisions of the globe with those drawn on a Mercator projection.

IV. Interpret the symbols of the map, as rivers, cities, mountains, etc.

V. Map of North America, so pointed out as to show its relief. Teach location of its mountains and plains. Show that its general outline and direction of its rivers depend on the location and direction of its mountains. Name its lakes, rivers, cities, oceans that border it, its great indentations and projections.

VI. Develop idea of a political division. Teach the political divisions of North America. Associate the name with the form and location.

VII. Review the surface and drainage of the United States. Teach the political divisions of the United States, the capital of each state, locate each capital on the map, and one or two important cities in the states. Use dissected maps. Develop ideas of comparative area.

(A United States R. R. map pasted on stiff cardboard and cut out by state lines makes a good dissected map, when not convenient to obtain a better one.)

A LESSON ON FORM.

THIRD YEAR.

[Teacher has a box on her desk filled with triangles, of different sizes and shapes, different size squares and circles, cut out of pasteboard.]

T. Charlie may get something from this box. Who will tell what it is?

Grace. It is a square.

T. Fred may describe it.

F. The square has four corners, like the corners of a book, and four sides.

T. Who knows another name for "corner"? Here it is on the board. The teacher writes "angle" on blackboard, and asks different ones to pronounce it, and one pupil to use it in a sentence. You may each of you get a square from this box.

The children do so.

T. Find something in the room that has an angle like this, Joe.

Joe. The desk.

T. Mary.

Mary. The window has an angle like this.

T. Susie.
 Susie. The door.

T. Fred.

Fred. My slate has an angle.

T. And my box has many angles. Where did we find this angle, Willie?

W. On the paper square.

T. How many are there on a square?

W. Four.

T. Are they alike?

Fred. Mine are all alike; I measured them.

T. Let us call this kind of angle a square angle. Take a good look at your square, and then draw a square on your slate and write this story neatly on the other side.

The teacher writes "square angle," "square," and "angle" on the board, and then this sentence: "The red book has square angles." H. S. K.

THE EFFECTS OF ALCOHOL ON THE HUMAN SYSTEM, AND THE METHOD OF TEACHING THEM.

BY PROF. A. C. BOYDEN, Bridgewater, Mass.

A series of lessons should include: 1. The Origin of Alcohol. 2. Its Properties and Uses. 3. Its Effects on the Human Body. 4. The Duties Arising from These Facts. The preparation for them should be made in the lower grades by lessons on the parts of the human body, their use, and proper care, also by lessons on the different systems of the body and their care.

I. *Origin of Alcohol.* Experiments with molasses, yeast, and apple juice exposed to the air, show that ferments in the air change sugars to alcohol, and then the change goes on to the acid stage, unless stopped. Experiment of distilling any fermented liquor will show that distilled liquors are stronger than fermented liquors.

II. *Properties and Uses.* Experiments with alcohol, resin, oil, and the white of an egg show that alcohol is a transparent liquid, odorless, has biting taste, is volatile. It dissolves many resinous substances—and mixes with most oils. It is inflammable—great affinity for oxygen. It coagulates albumen—attraction for water. Uses: (Resulting from these properties.) External application to allay inflammation. Alcohol lamps for heating purposes. A solvent for gums in preparing varnishes. In preparation of perfumery, medicine, etc. Preservation of museum specimens.

III. *Effects on the Body.* (a) Alcohol impairs digestion. Experiments with alcohol on membrane of the mouth, on meat, on albumen, on pepsin. A small amount of alcohol will cause a profuse flow of the gastric juice, and passes very rapidly into the blood. A larger amount inflames and irritates the lining membrane of the stomach. A continued use weakens the quality of the gastric juice by the unusual and irregular flow, also impoverishes the blood from which it comes. It irritates the constantly inflamed membrane of the stomach leading to an ulcerous condition and chronic inflammation. It tends to harden the food and coagulate the pepsin, thus retarding digestion. Continued use tends to chronic indigestion and to the intensifying of any diseases of the digestive system.

(b) Alcohol absorbs the water of the system. Experiments with albumen, etc. Alcohol not only absorbs water from the albumen which it coagulates, but the whole system floods it with water to dilute it and render it less harmful. Hence alcohol absorbs the water of the saliva, of the gastric juice, of the blood, of the tissues, and of all the secretions. This soon results in a craving for fluid to supply the body, really a "thirst" for water requiring time for its absorption throughout the system.

(c) Alcohol destroys the blood corpuscles. Experiments with beef blood and human blood. Alcohol at once enters the blood, dissolves the coloring matter and coagulates the albumen of the corpuscles—hence the blood partially fails in its work of carrying new matter to the tissues, and in eliminating the waste matter. The result is a clogging of the system with effete matter, poisoning of the blood.

(d) Alcohol paralyzes nerve matter (a narcotic.) Experiments on the live nerve in the leg of an etherized frog. A small dose of alcohol causes incipient paralysis of the nerves of the tissues and brain; this causes an extra activity for the purpose of diluting and expelling the poison from the system, manifested by the "animated appearance, the throbbing of the arteries, the flush of the face, and the sparkle of the eye." This paralysis also numbs any feelings of pain, apparent benefits arising from previous paralysis. The paralysis of the

nerves controlling the muscular walls of the capillaries weakens their elasticity, at the same time the heart increases its action, hence the blood tends to remain near the surface, and an extra radiation of heat takes place, a second reason for the lower temperature of the body.

Increase the dose and the paralysis of the brain increases in this organ, first, of the delicate nerve matter of the superior brain (cerebellum), blunting the highest functions—reverence, modesty, love, etc., its reflex action is the loss of control of the connecting nerves, thus moral power fails, and the lower nature is supreme; second, the part of the brain controlling voluntary motion is paralyzed, at the same time the nerves of sensation are paralyzed, resulting in an insensibility to pain and injury; this goes on till a person is "dead drunk;" third, the last part of the nervous system affected is that which controls the involuntary actions, breathing, etc.; this paralysis causes death.

Continued use leads to a degeneracy of nerve matter and tissue by the constant paralysis and repair, because the structure of the nerve matter is changed, hence "disorders occasioned by the strain imposed on the system, diseases traceable to the general degeneration of the system, and diseases which might otherwise be averted or resisted," finally the insatiable demand for alcohol, diseases of the nerves, delirium, and death.

IV. *Method Suggested.* Experiments have been performed on substances found in the human body, or on those similar to them; observations and inferences made from these, and applications made to the human system. This kind of work may be followed by the use of a good book, if desired.

V. *Spirit of the Teaching.* Teach carefully, discriminately; teach scientifically; teach impressively; teach for the sake of developing right habits and good character.

STEPS IN ARITHMETIC.

BY MARTHA R. ORNE, Lynn, Mass.

Giving steps in arithmetical solutions is an excellent method for impressing operations upon the minds of pupils.

Thus, in the addition of fractions, after preparing the class to reduce fractions to lowest terms, find the least common multiple of given denominators; and to change to similar fractions rapidly, the following steps should be written in some conspicuous place on the board:

Steps for the Addition of Fractions:

1. Reduce the given fractions to lowest terms.
2. Find the least common multiple of the denominators.
3. Change to similar fractions.
4. Add the numerators.
5. Change results to a whole or mixed number.
6. Reduce fractional part of answer to lowest terms.

An example being then placed on the board, six pupils may each take one of the steps given, as follows:

Example: $5/6 + 4/8 + 3/4 + 2/3 = ?$

Recitation—

1. John. All the fractions except 4/8 are in their lowest terms. (Changes 4/8 to 1/2.)
2. Chas. The least common multiple of 6, 2, 4, and 3 is 12. (Writes: l. c. m. or l. c. d. equals 12.)
3. Ethel. The third step is to change to similar fractions. (Writes and recites, arranging in this order for convenience.)

Five-sixths equals ten-twelfths; one-half equals six-twelfths, etc.

5	1	3	2
6	2	4	3
10	6	9	8
12	12	12	12

4. Clarence. The fractions added equal 33-12.

5. Maud. Thirty-three twelfths is an improper fraction. It equals 2 and 9-12.

6. Grace. The fraction 9-12 is equal to 3-4. The answer is 2 and 3-4.

Problems may be taken in a similar manner; thus, in the following problem:

After 1-4 of the pupils of a school have left, and 2-3 have been promoted, what part remains?

Mary. In this problem two operations are to be performed—addition and subtraction.

Morrill. The first step is, add 1-4 and 2-3 to find how many pupils are gone from the school.

Allen. The second step is, subtract the result from the whole number to find how many or what part remain.

I know of no better plan for keeping the attention of a large class than this.

Children like details.

TABLE-TALK.

WHAT BECOMES OF OLD SCHOOL BOOKS?

In a recent conversation with an agent of a large school-book firm we asked him: "What becomes of old school books that are exchanged for new ones?" In reply he said: "Old school books? They go to the paper mills for pulp. We have sent tons of them there during the last few years, gathered in this city. You ought to see the way they come in. The First readers are pretty near pulp when we get hold of them. In some cases it is impossible to tell whether they are First readers or basswood chips that have been soaked. All of the printing on the outside of the covers has been scuffed off, the fly-leaves and some of the others are torn out, the binding is chewed up, the pages are indescribably dirty and full of the queerest lot of marks you ever saw. Pennies made by rubbing are on nearly every leaf. Sometimes a 2-cent piece has been used, but rarely a nickel or a dime. The pictures are enough to make a horse laugh—men and women with panels for bodies and set upon pegs, animals resembling carpenters' horses, houses of exceedingly composite architecture, and locomotives and cars that look as if they had just come out of a bad wreck. These are the books that the little fellows chew and finger, and lose in the mud, and leave out in the rain, and batter each other over the head with. I often catch myself wondering which of these used-up little books started on the road to learning our future mayors, governors, great lawyers, and editors.

"Second readers are almost as bad. They are not chewed up quite so much, and as a rule the leaves are not torn out in such reckless profusion, showing a bit of change from the baby tendency to put everything in the mouth that can be got there and to destroy everything else. I have noticed that it is in the Second readers that the practice of filling up the o's with pencil marks begins and that the pictures have a little more resemblance to the objects they are intended to represent. 'Johnnie Smith, his book,' is a common inscription along here in the handwriting of the parents or teachers, but 'Johnny Smith's Reader' can be found printed or scrawled in a dozen places.

"The Third readers are in a fair state of preservation, as school books go. Here the pictures and names of girls begin to appear on the fly leaves or inside of the covers, and some sentimental passages are underscored with pencil. The fac-similes of coin run through the whole series, however, and I guess the love of money is about the earliest, strongest, and longest-staying passion the human race develops. At least, that is what the school books show.

"In the Fourth readers, as a rule, we first catch sight of poetical quotations scribbled on the margin, these being sometimes attempts at original versification, bringing in the names of Mary, Emma, Sade, Laura, Nettie, or some other girl. Here and there are the remnants of conversations carried on by pencil and fearfully and completely scratched out. There is romance there. Here also the rage for writing one's own name, which began in the Third reader, is found working havoc with the white spaces on the fly leaves. The books used by boys can be quickly distinguished from those used by girls. The latter are generally better preserved as to binding, and the pages are not so dirty, but there is more scribbling, especially of the conversational character. Names and other words in the text are more often changed by scratching out or altering letters, too. In these books one could almost follow the styles in female wear by a close examination of the pictures on the fly leaves and margins. 'George,' 'Charley,' 'Harry,' etc., scribbled here and there, tell of the little love affairs among the fourteen-year-olds."

We have been asked to give directions for organizing a teachers' reading circle.

1. Find at least six or eight teachers who are willing to read a thoughtful book on education thirty minutes each day, taking notes while they read, and who are also willing to pledge themselves to spend three hours each two weeks in meeting the members of the circle for conversation and mutual assistance.
2. Select one good book, and stick to it. Others may be consulted, but one book read long enough to be thoroughly mastered is worth a hundred thousand skimmed over.
3. Let nothing, except the most dire necessity, keep the members from the meeting.
4. Elect few officers. Adopt no constitution or by-laws. Follow the rules of politeness.
5. Let no time be lost in profitless discussion.
6. Each member should talk, if only to ask questions.
7. When the book is mastered request some sensible person to conduct an examination. This will clinch the nail of knowledge.

READING CIRCLES.

READING CIRCLES SHOULD BE PROFESSIONAL.

BY H. H. SPAYD, MINERSVILLE, PA.

Those who have given most time and thought to this subject are divided as to whether the course of reading should be professional or whether it should be only partly professional. At the earliest mention of teachers' reading circles to Prof. Payne, he was strongly of the opinion that the course should be strictly professional; but at the Saratoga meetings last summer, he advocated a course partly professional and partly literary, or general. In the two meetings we attended at Saratoga, probably the majority of the directors of state reading circles were in favor of mixed courses of reading. Nearly all the state circles are organized on this plan. One of the latest organizations, and one that is destined to have a large membership on account of its connection with the well-known Chautauqua University, is also organized with a general course besides the strictly professional.

Notwithstanding the array of talent and prestige on the side of a mixed course, we shall advocate a strictly professional course. It seems to us more than likely that before many years, all the teachers' reading circles will be constructed on strictly professional studies. The schools can and do give instruction in general history, physiology, etc., hence there is no necessity to place these branches in a teachers' reading circle. These are subjects that belong to a general literary course, and there is no occasion whatever for the teachers to make provision in that line of reading, because ample provision already exists for all who wish to pursue a course of general reading.

SHALL THERE BE COUNTY, STATE, OR NATIONAL UNIFORMITY.

We have to-day all these organizations, besides some that include sections of our country like the New England Teachers' Reading Circle. It is doubtful whether outside of Pennsylvania independent organizations exist. Which of these three methods of organization can do the greatest amount of good to the greatest number of teachers? This should be our guide in determining the kind of organization for any state. We think that a state organization with branches in the different counties and school districts will be most efficient. Experience will probably show ere long, if it has not already done so, that in none but the largest counties will there be enough teachers enrolled to give the movement an *esprit de corps* that is so essential to the success of such movements. The national circles are so general and comprehensive that many would probably be deterred from undertaking a course of reading under their guidance. They would, however, avail themselves of the opportunity afforded by a state teachers' reading circle with local circles. Sufficient standing could be given to a state circle to enlist the interest of some who would not join a county circle.

THE COURSE OF READING; PARTLY SPECIFIC, PARTLY OPTIONAL.

The tendency is towards eclecticism. While I would not advocate a single book only, on any one topic, I should be exceedingly slow in endorsing a course that recommends nearly all the well-known books on the subject of teaching published in this country and in England, as is the case in one of the national circles. This course includes twelve books on the principles of education, twelve on methods of education, five on general history, three Chautauqua text-books, six Socratic Leaflets, and recommends the Chautauquan to be read by its members. Now, for a beginner to select from this formidable array, is almost a hopeless task.

The books on any one of these topics are not of the same value, but how can the teacher know which one to select out of the twelve, unless some one inform him of the value of some of these. If we bear in mind that the aim of the reading circle is to reach especially those who cannot help themselves, we shall arrive at a just estimate of what to suggest and how much; hence we would say, designate one or two books as compulsory and then give a list of optional books, indicating their value as nearly as can be done, for the guidance of the reader.

The course of reading should be easy enough for the young beginner and comprehensive enough for the most proficient and advanced.

NOTE.—This is a part of a valuable paper recently read before the Pennsylvania State Teachers' Association at its recent meeting at Allentown. It contains so many valuable hints we give this part of it entire.

GENERAL EXERCISES.

THE PUZZLED BIRD-BEAST,

For Recitation.

I've a hole in the eaves of the house,
And I lie there and play mouse
Till the day is almost gone;
And then I slip out and fly,—
A bird in the evening sky,—
And creep in my hole at dawn.

Because my feathers are fur,
And my wings are of "gossamer,"
And I cannot twitter a note,
Some think it is quite absurd
That I should pass for a bird,
No matter how well I float!

The boy shouts: "Here's a bat!
Ho, bat, come under my hat!"
He tosses it up, and I come;
Then he bangs me with a pole,
And I wish I was back in my hole,
And that boys were blind and dumb!

Then Puss comes out of the house,
"Ho-ho!" she says; "it's a mouse!"
And I show her my teeth, how nice!
She stops, she spits, she stares,
You could half believe she swears,
"Oh, my! I'm shy of such mice!"

Ah! what is the use of my wings?
The birds disown such things.
"No feathers? Oh, what a sham!"
And where is the use of my fur?
The mice will never concur.
Oh, I wish I knew what I am!

GEO. S. BURLINGH.

Our Little Ones.

STORIES FOR REPRODUCTION.

To be read before the whole room.

I.

Two gentlemen were out shooting on a very hot day. They had with them a fine retriever dog. Towards the middle of the day they rested, and then went away leaving their hats at the place where they had been sitting. In a short time they sent the dog back for the hats. They were too big to carry together, and for some time the dog seemed puzzled what to do. At last with its paw it pushed one hat inside the other, and then, taking up the two, trotted off to its master. On reaching him it laid down its burden and wagged its tail, evidently expecting to be praised for its cleverness.

II.

THE BLIND MAN AND THE LAME MAN.

A blind man met a lame man in a very bad piece of road, and asked to be helped out of it.

"How can I help you," said the lame man, "since I can scarcely drag myself along. I am lame, and you look very strong."

"I am strong," said the blind man, "I could go if I could only see my way."

"Oh, then, we may help one another," said the lame man. "If you will take me on your shoulders I will be eyes for you and you can be feet for me."

"With all my heart," said the blind man. So taking the lame man on his shoulders they traveled onward safely and pleasantly.

III.

A RUSSIAN FABLE.

Once upon a time the elephant was a great favorite with the lion. All the beasts in the forest began to talk about it and wonder what reason the lion had for taking such a fancy to the elephant. "It is no beauty; it is not amusing; and it has no manners," they said to each other.

"If it had such a bushy tail as mine," said the fox, "it would not be so strange."

"Or if it had such claws as mine," said the bear. "But it has no claws at all."

"Perhaps it is the tusks, which the lion has mistaken for horns," said the ox.

"Is it possible," said the donkey, shaking its ears "that you don't know why the elephant is so well liked?" Why I have known all the time. It is because it has such long ears."

IV.

THE STORY OF THE GREAT BEAR.

Callisto, a Greek maiden, was so beautiful and attractive that the goddess Juno became jealous of her and changed her into a bear. Down fell poor Callisto on her hands and knees; she tried to reach out her arms for mercy—they were already covered with black hair; her hands grew round and became armed with crooked claws; her pretty mouth turned into a pair of horrid jaws; and whenever she attempted to use her voice she could only utter a deep growl. She was afraid to stay in the woods with the wild beasts, although she was a wild beast herself. And she was afraid of the hunters. One day she saw a hunter approaching her and behold when he came near, it was her own son, grown to be a man. As she hastened towards him he raised his hunting spear, and in a moment would have pierced her with it. But Jupiter snatched them both away and placed them in the heavens. There they yet remain, the Great Bear and the Little Bear.

A PICTURE STORY.

These pictures can easily be drawn on the board.



What is the boy at the left of this picture doing?
What time of the day is it?
Why does he wish to get his lesson?
What kind of a book is he studying?
At what time should he leave it and go to bed?
Why?
What is the other boy doing?
Why has he thrown his book on the floor?
Tell a story about these two boys.

THE HONEY-BEE.

Suitable for a general lesson for children between five and six.

Articles for illustration:—A good picture of bees and hives, some honey, honeycomb, and wax.

General Plan of Lesson.—I. Introduction. II. What the Bee is like. III. How the Bee works. IV. How the Bee changes.

I.—INTRODUCTION.

To-day, our lesson will tell us about one of the busiest of all creatures. A tiny insect that flies about in the bright warm summer-time. Though it is small, it is very useful to us, for it gives us something we like to eat. Can anyone tell me its name? Where have you seen the bee? In the gardens and in the fields. What was it doing? Flying from flower to flower. Yes, and if you watch it, you will see it is working all the time. Why does it light upon so many flowers? It is gathering honey from the flowers. Now it flies straight up in the air and out of sight. Where has it gone? Its home is called a *hive*. (Show picture.) Who has seen a real hive? What a busy, pleasant sight!! Some bees coming in, others going out, all working. Even if we did not see the hive we should know we were near one. Why? By the humming of the bees. We will now find out

II.—WHAT THE BEE IS LIKE.

(Show large picture or sketch of one.) By looking at the picture, we see that the bee is divided into three parts. Name them. In the front is the *head*; in the middle, the *chest*; and at the back is the *trunk*. All creatures that are so divided are called *insects*. What was the silkworm? Can you name other insects? The spider, fly, butterfly, and moth, are all called insects, because they are so divided.

1. THE HEAD.—On the head are two large, bright eyes; two *horns* or *feelers* standing straight up, one on each side; the *mouth* with the two *jaws* and small, sharp, saw-like *teeth*; the long *tongue*, which the bee can roll up and stretch quickly out at will.

A very thin *neck* joins the head to

2. THE CHEST, which is hard and horny in parts, in other places covered with short, thick *hairs*. Out of the chest grow four very thin and delicate *wings*. How many on each side?

Let us count the *legs*. *Six*. How many more than we have? The legs are covered with *hairs*—the hinder ones have broad *joints*, on each of which is a kind of *pocket* or *basket* formed by a rim or fringe of strong hairs. Each leg has two *claws* at the end.

3. THE TRUNK.—This part is divided into *six flat, smooth rings*, which move easily over each other, or stretch out, as the bee likes. On the last ring is the *sting*, which is very hard, and enters the flesh like a sharp-pointed needle. The pain this small sting makes is very great, because the bee poisons the wound. What other insects have stings? Wasps and some kinds of flies. We must be careful not to make a bee angry by driving it off a flower or chasing it. Bees seldom sting unless

they are angry. If one should settle upon us, we must keep very still, and it will soon fly away.

What color is the bee?

What have we learned about the bee? It is an insect, and its body is divided into three parts—the head, the chest, and the trunk. It has two eyes, two horns, a very long tongue, four wings, six legs, and a very sharp sting.

We will now learn

III.—HOW THE BEE WORKS.

When do we see the bee? In the pleasant summer-time, when the flowers are in bloom. What is its work? To gather honey from the flowers. How does it do this? It lights upon a flower, and, holding on by its little sharp claws, it pushes its head right into the flower. With its long tongue it searches all over the flower for something. What does it want to find? In the flower is a tiny drop of *sweet honey*, and this is what the bee wants. What does it do with the drop of honey? *It swallows it into a bag in its stomach called the honey-bag*. When the honey-bag is full the bee flies home to its hive, and empties it into the cells of the honeycomb. (Show a piece of honeycomb, and describe the thin walls of wax, the tiny six-sided holes in which the honey is placed.) Who make the honeycomb? *The bees make it*. What is it made of? It is made of *wax*, which comes out between the rings on the bees' trunks, just as the wax does in our ears. Who has heard of bees' wax? What is it used for? Mother uses it for cleaning the furniture; shoemakers use it; it is also used for making candles, and in many ways.

Why do the bees work so hard all through the summer? Because they want to store up the honey for the cold winter, when it is too cold for flowers to bloom, or for them to leave the hive. Does the bee gather anything besides honey? Yes; when it is sucking the sweet juice out of the flowers it very often gets covered with tiny grains of *golden dust* off the inside of the flowers. This dust the bee brushes off its coat with its legs, and puts it into the baskets on its hind legs. It is mixed with honey to make food for the young ones.

What does the bee gather? How is the bee useful to us?

IV.—HOW THE BEE CHANGES.

The bee was not always the busy insect we have been learning about. It changes many times, like the silkworm and butterfly do. It was (1) *an egg* laid by a bee, in one of the cells of the honeycomb. Some bees do nothing else but lay tiny dark eggs, which in a few days change into (2) *tiny worms*, called grubs or caterpillars, which are fed by bees called nurse-bees. What did we say the young ones eat? (Honey and gold dust mixed.) These grubs or caterpillars eat much food and grow large. By and by there comes a time when the grub does not eat, but spins for itself a silken lining to its cell, and changes into a dead-looking thing called (3) *a chrysalis*. All say that hard word as I write it on the board. For some days the chrysalis lies quite still and seems dead, but it is not. Presently this dead-looking thing changes into (4) *a busy bee*, having wings, legs, horns, and a sting.

What changes does the bee pass through? How many times does it change? Name other insects which change like the bee.

THE THINGS OF TO-DAY.

The Pope has been dangerously ill.

Two young men, to obtain a reputation for foolhardiness, went safely through the whirlpool and rapids in Niagara River, in a barrel.

The Senate, before its adjournment, passed a bill to establish a forest reservation in Northern Montana. The object of this is the protection of the agricultural lands in the valleys from the alternating flood and drought which the destruction of forests seems certain to entail. Generally, business enterprise ought to be permitted to mark out its own course, untrammelled by government restrictions. But in this case the public is not protecting a private business, it is protecting itself. The destruction of forests is looked upon as an evil, not because it makes wood cheaper, but because it makes harvests uncertain and insecure.

One of the most unfortunate pieces of legislation that Congress ever passed was the Tenure of Office act of 1830. Before that time Government employees had practically held during good behavior. This act provided that their terms of office should expire every four years.

The Senate, after a prolonged debate, decided to reduce the oleomargarine tax from five cents to two cents per pound. At first the House Committee on Agriculture decided to report unfavorably upon the Senate amendments, but the dairy associations sent in word that they preferred a two-cent protection to none. The House Committee therefore decided it best to concur in the action of the Senate, and the bill as amended was passed by a large majority.

The discussion over the expulsion of the Orleans Princes continues to be vehement among certain classes of Frenchmen. And it must be confessed that, if the first act of expulsion antagonized the feeling of the friends of French Republicanism in other countries, the later acts have rather aggravated than modified this feeling.

The state of affairs in Denmark becomes more and more complicated and threatening. The Premier, Estrup, hardly pretends to pay any attention to the constitution, but deliberately nullifies it as it suits his convenience. In the face of the absolutism which he has established the press is dumb, for the very good reason that, whenever it ventures to criticize, the daring editor is immediately removed from his sanctum to the nearest jail.

There has been terrible rioting and loss of life in Belfast, Ireland.

Another Mexican "revolution" has broken out in the state of Tamaulipas.

There has been rioting in Marseilles, France.

The Vermont Prohibitionists have nominated President H. N. Zeley, of Middlebury College, for Governor.

The contract for the New York subway system for telegraphic wires has been signed.

In Italy many new cases of cholera are reported.

The Massachusetts Knights of Labor have voted to sustain Mr. Powderly's policy.

A New York newsboy, bootblack, and pedestrian, Steven Brodie, recently jumped from the Brooklyn Bridge without injury.

In Labrador and Newfoundland there is great suffering from famine. Owing to the ice not breaking up and the small catch of fish, hundreds of people are starving to death.

The charges of Sergeant Connel, alleging that the Greeley expedition was mismanaged, that Greeley stole food, etc., etc., are emphatically denied by other members of the expedition.

William Morris, the English poet and Socialist, was fined one shilling last week for "obstructing travel" by making a socialistic speech.

America's largest library is to have the finest library building on this continent. This was what Congress substantially said when it passed the Library bill. Though the bill carried an appropriation of only a million dollars, yet it provided that this should be allotted to purchasing the ground and commencing the building, the total cost of which is estimated at \$3,023,000. When completed it will have room for 3,000,000 volumes; the present collection exceeds 500,000 volumes.

Appropos of the expulsion of the French princes, a lover of statistics has drawn up a list of the monarchs who have come to an untimely or ignominious end. According to this authority, the world has had 2,550 kings or emperors, who have reigned over seventy-four peoples. Of these 300 were overthrown, 64 were forced to abdicate, 28 committed suicide, 23 became mad or imbecile, 100 were killed in battle, 123 were captured by the enemy, 25 were tortured to death, 151 were assassinated, and 108 were executed. Uneasy lies the head that wears a crown, indeed.

The buffalo is nearly extinct in this country. There is said to be a small herd of from eight to twelve buffaloes in southwestern Dakota. This region is a vast, level, treeless prairie, utterly destitute of wood, and an attempt to find these few would be hopeless. Skins of buffalo heads are now valued by taxidermists in Dakota at fifty dollars each.

MR. TILDEN'S will, after providing for the support of several of his relatives during their life time, bequeaths the bulk of his property for a free public library and reading-room in New Lebanon, and another free library and reading-room in Yonkers. Mr. Tilden further suggested that a good free library, to cost probably \$3,000,000, be established in New York. If, however, the trustees decide not to establish the library they may use the money for any other charitable or educational institution they may prefer.

There has been serious rioting in Belfast. Much feeling is displayed, and the situation is regarded as decidedly unsettled. There are now 5,500 extra military and police quartered in the city, and other reinforcements are on the way. Fifty rioters have been sentenced to terms of imprisonment ranging from one month to six months. Martial law has been proclaimed.

Matthew Arnold's son is said to have set to music some of his father's poems, and will presently publish them.

EDUCATIONAL NOTES.

ARKANSAS.

Institutes have been appointed at the following places, and began Aug. 16: Jonesboro, Batesville, Bentonville, Conway, Nashville, Van Buren, Monticello, Camden, and Lanoke; to begin on the 23: Magnolia, Pocahontas, Evening Shade, Huntsville, Clinton, Dallas, Prescott, DeWitt, Paris, and Arkadelphia.

COLORADO.

The principal-elect at La Junta is Prof. Magee, last year principal at Saguache. A Mr. Hart takes the intermediate room, and Miss Norton will retain the primary department. Miss Purcell is the new principal at Bald Mountain. J. H. Voorhis, principal of the Fifth Ward, Hamilton, Ohio, will teach in Taylorville the coming year and await a favorable opening.

We hear intimations that ex-Pres. Sewall, of the state university, will seek the nomination to the state superintendency at the Republican convention. If he goes into the field he will make it lively for the "boys;" if nominated he will make a strong candidate; if elected he will make a useful officer. It is greatly to be hoped that the doctor in retiring from the university will not retire from the educational work of the state. His services are entirely too valuable.

Dr. Wegener is the superintendent of West Denver schools; also president of the S. T. A. He is a devoted student. His specialty is microscopy. The doctor is in Boston pursuing technical lines of work with his favorite instrument.

Supt. D. C. DUDLEY, of the Mute and Blind Institute is seeking to "enlist the co-operation of every teacher in Colorado in gathering into the institute every mute or blind child in the state." This worthy institution is now under excellent management, and these unfortunate children should be sent there for instruction. Teachers may safely recommend the institution as now conducted.

A year ago Prof. Short, of the University of Denver, resigned his professorship of natural science in order to perfect his electric street railway system. His invention has proved a complete success. Three-quarters of a mile are now in satisfactory operation. Thus a Colorado teacher has achieved a distinguished honor and a fortune.

Gunnison schools are planning for a prosperous session, if we may judge from the character of the teachers being employed. Miss Fannie Cunningham, of Golden; and Mrs. M. L. Bailey, of Pueblo, are on the list. Good appointments.

PROF. BRINKER, of Brinker Institute, Denver, retired from educational work a few years since. The fine building has been unoccupied since that time. It is now announced that A. E. Shelton, a teacher in the New York night schools, has rented the property, and will conduct a grammar and home boarding school.

F. E. IRWIN is the real founder of the La Junta schools. After several years of indefatigable service, he retires for the present and goes into the real estate business.

South Pueblo.

F. B. GAULT.

ILLINOIS.

A BAYLISS, of Sterling, has sold out his interest in the Sterling Standard, and dons again the robe of a schoolmaster, taking his old position in the Second Ward of Sterling.—One of the many pleasing features of the Iroquois County institute, was the fact that the lives of prominent men were studied. Music was emphasized and enjoyed by all.

INDIANA.

The Scott Co. normal, which opened July 19, at Scottsboro, will close Aug. 27. It is under the management of Supt. W. M. Whitson of Austin, Prof. W. D. Chambers of the Terre Haute Normal School, and Mr. J. F. Ervin of the Salem High School.

The following institutes have been appointed: August 23, Benton county, Fowler, Benj. F. Johnson, conductor; Boone county, Lebanon, H. M. La Follette; Carroll county, Delphi, J. L. Johnson; Cass county, Logansport, D. D. Fickle; Clay county, Center Point, M. S. Wilkinson; Daviess county, Washington, Samuel B. Boyd; Fulton county, Rochester, F. D. Haimbaugh; Huntington county, Huntington, A. D. Mohler; Marion county, Indianapolis, W. B. Flick; Miami county, Peru, A. J. Dipboye; Montgomery county, Crawfordsville, J. G. Overton; Morgan county, Martinsville, Jas. M. Henry; Owen county, Spencer, W. E. Williams; Randolph county, Winchester, H. W. Bowers; Washington county, Salem, W. C. Snyder; Union county, Liberty, Clarence W. Osborne. August 30, Adams county, Decatur, John F. Snow; Allen county, Ft. Wayne, Geo. F. Felts; Blackford county, Hartford City, Lewis Willman; Dearborn county, Lawrenceburg, H. B. Hill; Dekalb county, Auburn, C. M. Merica; Franklin county, Brookville, A. M. Crecraft; Greene county, Bloomfield, J. S. Ogg; Hancock county, Greenfield, Wm. H. Glasscock; Jasper county, Rensselaer, D. M. Nelson; Knox county, Vincennes, Wm. H. Pennington; La Grange county, La Grange, Enoch G. Machan; Elkhart county, Elkhart, S. F. Spohn; St. Joseph county, Mishawaka, Calvin Moon; Sullivan county, Sullivan, Jas. A. Marlow; Wabash county, Wabash, John N. Myers; White county, Monticello, John Rothrock; Jefferson county, Madison, O. E. Arbuckle.

The second term of the Borden Institute, at New Providence, will open Sept. 1. The first term, which closed the 18th of June, proved to be a decided success. Among the facilities of the young institution are, a valuable library open to the students, a reading room, and a profitable course of lectures. The faculty consists of, W. W. Borden, president, lecturer on geology; Frank M. Stalker, A.B., principal, grammar, classics, and didactics; Miss E. S. Robinson, assistant principal, history, rhetoric, English language and literature; J. G. Scott, mathematics and geography; J. F. Elsom, physics and chemistry; Mrs. F. G. Walker, music—vocal and instrumental.

IOWA.

The Delaware Co. institute began work at Greeley, Aug. 2. Mr. A. G. Wilson takes charge of the work in physiology; Mr. D. N. Mason, gives instruction in didactics and arithmetic; Mr. W. N. Hull, of penmanship, drawing, elocution, and reading; Mr. G. S. Trowbridge, of language work and botany, and Miss Julia Sourry, of primary methods.—The Appanoose Co. Normal In-

stitute is being held at Centerville, Aug. 16-27, conductor S. S. Townsley.—Mr. H. H. Davidson has accepted the principalship of the Esterville schools for the coming year.—A re-union of the Alumni Association of the Eastern Iowa Normal School was held at Columbus Junction, July 27.

The Boone Co. Normal Institute began its annual session at Boone, Aug. 9, and will close the 27. President E. R. Eldridge, of the Eastern Iowa Normal School conducts the institute, assisted by Professors B. R. Gass, L. J. Hancock, and J. L. Cunningham, Mrs. A. M. Payne and Miss Ada E. Bligsby. A normal institute was begun at Humboldt, Humboldt Co., Aug. 2, to close the 1st. The instructors are Mr. J. Wernli, Mrs. Emma Shellenberger, and Miss Mary L. Chapman.

The West Des Moines Training School has passed its fourth anniversary, and promises well for the future.—The Bloomfield Normal and Scientific Institute will begin its fall term Sept. 1. Each of its ten departments are under specially successful teachers, among whom are Prof. R. W. Ball, B.S., A.B., Mr. O. A. Shotts, B.S., and Miss Laura Baer, B.S.

MICHIGAN.

The state teachers' institute for Shiawassee County will be held at Corunna, Aug. 23-27. Prof. W. H. Payne, of Ann Arbor, and Prof. W. A. Drake, of Hillsdale, will have charge.

MINNESOTA.

Institutes will be held during the latter part of August as follows:

DATE.	COUNTY.	PLACE.	INSTRUCTORS.
Aug. 23.	Ramsey.	White Bear.	T. H. Kirk, C. W. G. Hyde.
Aug. 23.	Rice.	Northfield.	J. T. McCleary, Miss A. E. Hill.
Aug. 30.	Dakota.	Hastings.	J. T. McCleary, Miss M. L. Sanford.
Aug. 30.	Kandiyohi.	Wilmar.	C. W. G. Hyde, Mrs. E. K. Jaques.
Aug. 30.	Lac qui Parle.	Dawson.	T. H. Kirk, A. E. Hill.

MISSOURI.

The Audrain County Institute is being held at Mexico, Aug. 16-27, with the following corps of workers: Conductor, H. M. Hamill, Jacksonville. Instructors—J. Kelly Pool, Centralia; B. W. Torreyson, Martinsburg; W. F. Dann, Hardin College; F. W. Houchens, Mexico high school; J. P. Gass, Mexico high school; W. M. Treloar, Synodical College, Fulton; D. A. McMillan, supt. Mexico public school; H. A. Gass, school commissioner and principal Vandalla public school. Lecturers—J. B. Merwin, editor American Journal of Education, St. Louis, Mo.; J. P. Blanton, president state normal school, Kirksville, Mo.; A. Haynes, principal Cooper Institute, Booneville, Mo.; H. M. Hamill, conductor, Jacksonville, Illinois.

NEBRASKA.

The Howard County Teachers' Institute will hold its eighth annual session at St. Paul, from Aug. 23 to Sept. 3; conductor, Miss C. C. Covey, county superintendent; instructors, L. D. Davidson, George M. Whitcher, and Mrs. A. C. Rowell. Evening lectures will be given by Mr. George M. Whitcher, Mr. L. D. Davidson, Mr. N. E. Leach, and Hon. W. W. Jones.

The following institutes opened session on Aug. 16: Boone County, Albion, conductor, E. A. Enright; Cumming County, West Point, D. C. Emley, N. E. Leach, and Miss E. M. Austen; Dixon County, Ponca, Dayton Ward; Douglas County, Omaha, J. B. Bruner, Mrs. Jennie E. Keyser, Miss Mary Strong, and Max Randall; Franklin County, Franklin, Mrs. M. L. de Clercq, S. E. Clark, Mrs. M. R. Morgan, and Miss Mary Platt; Greeley County, Scotia, T. J. Stoetzel, C. W. Duffield, H. L. Gance, and J. G. Neal; Hall County, Grand Island, H. A. Edwards, R. J. Burr, Miss Vina Watts, and W. L. Sprague; Hamilton County, Aurora, E. B. Barton, S. J. Kirkwood, J. F. Conner, and W. R. Hart; Keith Co., Ogallala, T. J. Clure, L. E. Brown, and Almema Parker; Madison County, Madison, L. B. Bohannon, S. B. McCracken, D. A. Coop, and W. H. Livingston; Nemac County, Fullerton, Kate D. McClesney; Nemaha County, Auburn, W. Rich, Marian Lowell, E. J. H. Beard, Mrs. Sara Jenkins; Richardson County, Humboldt, L. C. Greenlee, C. F. Chamberlain, and C. F. Minger; York Co., York, E. S. Franklin, C. E. Edwards, D. P. Nicholson.

The Nemaha County teachers' institute is being held at Auburn, Aug. 16-27. The instructors engaged are: Miss Marian Lowell, Mrs. Sarah Jenkins, and Prof. E. J. H. Beard. Lecturers—Chancellor Irving J. Manatt, of the state university; and Dr. Farnham, of the state normal school.

The Brown Co. Teachers' Institute will commence its annual session Aug. 23, at Ainsworth, conducted by Prof. John Bland, of O'Neill, who will be assisted in the course of instruction by Prof. C. E. Holmes. Lectures will be given during the session by Mr. Samuel Phelps Leland of Chicago, and Prof. A. E. Clarendon of Fremont.

NEW HAMPSHIRE.

The trustees of the state normal school, recently elected Miss Annie Laury, a graduate of the Potsville, N. Y., normal school and of Wellesley college, as first teacher, and Miss Mary A. Emerson and Miss F. Stewart, assistant teachers. At a previous meeting, Principal Rounds was re-elected, and three lady teachers were elected.—W. W. Allen, of Alton, Dartmouth '82, has been elected principal of the Rochester high school.—Charles H. Morse, of Middleboro, Mass., has been elected superintendent of Portsmouth schools at a salary of \$1,500. S. H. Baker has resigned as principal of the Farmington high school, and C. A. Strout, of Crawford, N. J., has been elected principal. He is a graduate of Bates College and has taught three years at Warner. H. H. Hanson, of Dover, a graduate of Dartmouth, '80, has been elected principal of the high school at Warren, Penn.—Herbert E. Drake, of Bristol, Wesleyan '80, has been engaged as teacher of Latin and Greek in the East Greenwich, R. I. academy.

Ellen A. Folger, Concord, State Correspondent.

NEVADA.

THE STATE TEACHERS' INSTITUTE.

The Nevada State Teachers' Institute, under the management of Supt. of Public Instruction, C. S. Young, was in session at Reno from July 27-31, inclusive. There was an enrollment of

100 teachers, besides an attendance of several hundred citizens. Among the institute instructors were Col. and Mrs. Francis W. Parker, of Normal Park, Ill.; Principal O. S. Wescott, of the high school, Chicago; C. C. Dodge, E. A. Barnes, F. M. McRay, C. S. Bartholf, and W. E. Bartholf, Chicago school principals; A. L. Tucker, of Dr. Belfield's manual training school, Chicago; Supt. of Public Instruction of California, Wm. T. Welcker; Miss Florence Kollock, chaplain of Col. Parker's school also rendered assistance. There was also displayed considerable Nevada talent. Ex-U. S. Senator W. M. Stewart gave an admirable evening address on "The General Education of the Masses." Col. and Mrs. Parker did excellent service for the cause of education in Nevada. The several Chicago educators also rendered valuable aid. It is conceded that no other institute ever held on the Pacific Coast carried with it such enthusiasm or was so instructive. This institute has awakened an interest in progressive education, unprecedented in the history of the silver state.

On July 31, the foregoing and others, had an excursion to the Comstock lode at Virginia City—all visiting the 3,200 ft. level of the Chollar mine. Mrs. Parker gave several recitations to the miners at work on this level, and our "Chicago choir" sang songs for them. It was a jolly crowd of educators, and the novelty of this mining trip will never be forgotten by Nevada's guests. In the evening of the 31, this party went to Carson City, where was held one session of the state institute. Col. Parker addressed a large and appreciative audience on "Manual Training;" Mrs. Parker talked on "The New Education;" also in recitations delighting the audience with her elocutionary powers.

Prof. A. L. Tucker is to have charge of the industrial department for boys at the State Orphans' Home, at Carson, and Mrs. A. R. Joy, of the Soldiers' and Sailors' Home at Xenia, Ohio, has recently arrived to take charge of the industrial department for the girls. A two-story industrial building has just been erected at the Home and is now being equipped.

It is expected that within a week or two E. W. Stevenson, Supt. of Schools, of Columbus, Ohio, will address the Nevada teachers at Virginia City.

NEW YORK.

A contribution from the pen of C. W. Hagar of this office, regarding the summer school at Round Lake, under the direction of Dr. J. H. Worman, was received by us too late for insertion in the issue of the JOURNAL for which it was intended (July 31). Mr. Hagar spent a delightful week at Round Lake, during the session of this school, and devoted much time to visiting the different departments. He speaks in terms of great praise of the practical instruction given, and of the able management under which it was conducted. Dr. Worman, who, by the way is a power in himself, had drawn around him a large corps of excellent and well-known instructors. The attendance was large and the interest taken in the studies by the teachers very marked. We congratulate the Doctor on the success of this, the first session of his summer school at Round Lake.

PENNSYLVANIA.

The trustees of the West Chester normal school are preparing a new chapel which the constantly increasing attendance of the school makes a necessity. The old one will be used for a library and reading room, and recitation room.—Supt. H. W. Roth, of Meadville, has been elected principal of the Cleveland grammar school at a salary of \$2,300 a year. Of his work at Meadville, the Tribune Republican says: "For the past twelve years Prof. Roth has made public school supervision a special and successful study. His administration here has been characterized by a vigorous introduction of the most approved methods of school management, while a large share of attention has been bestowed on the creation and development of primary work."

WEST VIRGINIA.

The West Union normal, of which Charles C. Showalter is principal, closed July 17. There were 37 teachers and advanced students present, and this was one of the most successful teachers terms ever taught at West Union. Great attention was given to the "How" as well as the "What" to teach. From the normal will go out some of West Virginia's best teachers.

PERSONALS.

PRIN. N. T. BEACH, of Peabody school in Little Rock, Ark. was at the Topeka meeting. He is doing institute work in Schuyler Co., Ill., during Aug. His address will be Rushville, Ill., until September.

The Reno (Nev.) Gazette recently had the following note. It is a deserved compliment to a good man:

During the administration of Hon. Mr. Young as supt. of public instruction, institute work has a growth that reflects great credit upon the promoter. Each year there has been a growing interest, which not only adds to the intelligence of the teachers of the state, but it is perceptible in the efficiency of school work. Mr. Young, through the various addresses delivered throughout the state and before national educational associations, has given the school interests of Nevada a prominence never before reached. At no time within the history of the state have the educators been so much in harmony and as earnest as they are to-day on the practical needs of the state. With their live head, their power will be a great factor in bringing about such legislation as the welfare of the schools demand.

In arranging for the excursion to Topeka, and during our trip to Colorado and New Mexico, we desire to make special acknowledgements of obligations and kindness to R. Ten Broeck, Esq., General Eastern Agent of the C. B. & Q. Railroad, New York; M. C. Roach, Esq., General Eastern Passenger Agent, New York Central Railroad, New York; W. R. Busenbark, Eastern Passenger Agent, M. C. Railroad, Buffalo; W. S. Conell, N. E. Passenger Agent, C. B. & Q. Railroad, Boston; E. L. Lomax, Esq., Asst. G. P. A., C. B. & Q. Railroad, Chicago; George A. Nicholson, Esq., Assistant General Passenger and Ticket Agent, Atchison, T. & Santa Fe Railroad, Topeka; S. K. Hooper, Esq., General Passenger Agent, Denver & Rio Grande Railroad, Denver; and W. F. White, General Passenger and Ticket Agent, Topeka. To such men as these—gentlemen and business men in the best meaning of those terms—the railroad system of our country owes its efficiency.

LETTERS

THE ROMAN METHOD OF RECKONING TIME.—Please state in full the "Roman method of reckoning time," and oblige, Kansas. I. H. O.

The Roman method of reckoning time, before the reform of Julius Caesar (B. C. 46), was briefly as follows: Like all primitive nations, they reckoned originally by moons; and when they wished for a larger measurement of time, they grouped ten months into a year. The earliest Roman year was decmal, beginning with March and ending with December, the tenth month. It was easy, then, to see that it took about twelve moons to make a natural or solar year, and they added the two months of January and February. But, seeing that the twelve moons did not make quite a year, they found it necessary to lengthen them, and thus bring the calendar year into correspondence with the solar year. The months by this ceased to be moons; but many of the divisions and usages which belonged to the lunar month were retained when it had ceased to have any connection with the phases of the moon. Even with this additional number of days, however, the twelve months, by some miscalculation, still fell short of the required time. The old superstition that there is luck in odd numbers, led them to make their months of twenty-nine and thirty-one days respectively; and unfortunately they made but four months of thirty-one days,—March, May, July, and October; the rest (except February) received twenty-nine each, and the year was still short by ten days.

But even worse than the reckoning of the months themselves was the method of reckoning the days of the month. The month was divided into three unequal periods by three fixed points,—the Kalends, or day of the new moon; the Nones, five or seven days later; and the Ides, or full-moon day. From these fixed points they reckoned backward—always dropping one day, however, in the counting; so that they said, for example, the Ides, the day before the Ides, the third day before the Ides (instead of the second), and so on. These three divisions, as has been said, were unequal. The Roman week consisting of eight days, a *nundinum*, each month contained three full weeks and a few days over. The first two of these, counting backward, were taken together, so that the Ides, or full-moon day, always (except in February) came sixteen days before the Kalends of the following month; the Nones, again, came eight days before the Ides: there remained, therefore, only four or six days for the space between the Kalends and the Ides. Thus, in the thirty-one-day months—March, May, July, October—the Ides came upon the 15th and the Nones upon the 7th; in the other months they fell upon the 13th and 5th respectively.

This division of the month belongs, it is evident, to the very earliest times, when the month was really a moon. When the new moon was seen for the first time, the king summoned the people to the capitol, where he announced to them the length of the first subdivision of the coming month, five or seven days: "Five days [or seven days] I call thee, crescent Juno!"—Juno being here the goddess of the new moon, and the day of calling—the Kalends—being sacred to her. On the day thus announced—the Nones—the people were assembled again to hear the announcement of the festivals and business-days of the remainder of the month. When the months came to have names and definite lengths, so that they no longer corresponded with the phases of the moon, the Kalends were, of course no longer determined by actual observation, but by calculation. Still, however, the practice of making the announcements upon the Kalends and Nones was kept up; and when the republic was established, and the city no longer had a king at its head, a special priest was appointed for life, called King of the Sacrifices—*Rex Sacrorum*—whose duty it was, among other things, to make these announcements.

Besides the Kalends, Nones, and Ides, which came upon fixed days of the month, there was a weekly market-day, once in eight days, called *Nundine*, which might, of course, fall upon any festival or business-day. And the days that were not occupied by festivals—*ferie*—were assigned to the holding of public assemblies, *dies comitiales*, or of courts of law, *dies fasti*. The festivals themselves varied at different epochs. At first care was taken not to have them fall on two successive days; but they were gradually increased in number and duration until many occupied a week or more, and the year was almost filled with them.

A PARSING GRAMMAR WANTED.—I am commencing a grammar class. What is your best grammar? I want no sentence-building. I want the parts of speech taken up and parsed. With this, I want a using of the rules as each part is learned. I mean: first, the noun is described fully; second, it is parsed; third, all the rules are given on the noun—as, "Two nouns connected by 'and' take a verb in the plural," etc. Have you such a grammar? F. S. W.

We are happy to say that we have not. But you can find them, plenty of them. Just go to the nearest bookstore and select the oldest grammar you can find—the older the better, for the more rules it will contain. There is no reason why you should not make walking grammars of each of your pupils. Just let them learn a certain number of rules and definitions each day; keep drilling and parsing

all the time, and you will soon be surprised at the amount of grammatical knowledge they will pour forth whenever you touch the spring, i. e., ask the proper question. But do not be disturbed if they say "I seen" when they should say "I saw," or commit any of the other errors that have become engrafted in our language while we have been learning rules and parsing. This will not trouble you, for your aim is not to accustom them to the use of good English, but to teach them grammar.

MAKING THE CHILDREN HAPPY.—A party of teachers attending one of the summer schools, returned to their boarding place after hearing an enthusiastic lecturer in almost absolute silence. On arriving there, Miss A—said: "Sometimes I am afraid I am ruining my scholars." Miss B—replied: "Did you notice the lecturer said that no one would gain anything by making a child unhappy?" After another long pause, Miss A—exclaimed: "I do not know how to teach children, but I am going to see if I can play with them." She went across the street and soon returned with several children, all strangers to her a moment before. Miss A—then invited the other teachers to play some kindergarten games with them. With a mighty effort those teachers threw off their dignity, but not their womanliness, and played. When Miss A—took the children home, one of them said to her: "I have had a better time than when my papa took me to Crown Beach, and I love you." "Not one of my scholars ever told me that she liked me," thought Miss A—. When she joined the teachers again, Miss B—was saying: "Perhaps we have started on the right road now, for I believe that one can accomplish more by simply aiming to make children happy than they can by attempting to teach them a great deal, and paying no attention to their happiness—crossing them whenever they feel disposed."

Now this may be putting it too strongly. A teacher would soon be out of employment if he aimed only at giving his pupils a good time; but is there not a happy medium? Can we not so arrange each exercise of the school-room so that it will make the little ones happy to perform it? I would like to hear the experience of other teachers on this subject. E. H. C.

A FEW QUESTIONS ON POLITENESS.—What is it, how far should it be cultivated, and what is it worth? It seems to me this subject possesses much merit and deserves greater consideration than it receives. My attention has been called to it by an article in the *SCHOOL JOURNAL* of July 24, 1886, pertaining to what Prof. R. Kneeland said in his paper on German schools. The professor was much delighted at the real, genuine politeness of the pupils of one of the schools he visited, or, at any rate, at the civility shown him by the pupils of that school. I am curious to know if the pupils of all the German schools are as polite as those of the one referred to. Is this school an exception? If so, then it must be due to the teachers. If not an exception, then it must be due to some other cause. What is it? What originated politeness? Are the politest people of necessity the best people? Are the politest nations the best nations? If Prof. Kneeland had been a poor beggar, would they have treated him as courteously and with as much deference? and should they do so, and if not, why not? How far should this politeness be carried? History tells of a certain king in Germany who treated, not only his subjects, but his own household, his wife and children, with great rudeness as well as cruelty, even to spitting upon the victuals they were to eat, and throwing plates at their heads, etc., etc.

Are the Germans, from ruler to peasant, more polite now than in this celebrated Frederick's time, and, if so, why? Are not all militant people more polite than a simply industrial people? The French are said to be more polite than either the Germans or English. If this is true, why is it? Way back in the past, and in the far-off East now, the subjects are so polite that they get down flat upon their faces and crawl in the dust—or mud, it may be—before their monarch. Is this degree of politeness and humility commendable? If not, why not?

These questions are pertinent and deserve to be carefully considered by educators. We are apt to turn these things off with a sneer, thinking that common sense should tell us how far to go. But it seems it does not. The American people are said to be less polite than Europeans. Have they not as much common sense, or is their common sense of a poor quality?

The people of Boston are credited with being very polite, and I think politeness receives much attention in the schools of Boston, especially in the public schools, where no "hazing" is allowed. Now what is true politeness? how much of it is needed? and how can we best secure it?

A pamphlet was published some time since by Commissioner Easton, deploring the lack of politeness in the present generation of Americans, and claiming that we are not nearly so polite now as formerly. The people are certainly more intelligent now than in those "good old times," (?) and we claim to have much better instruction, more schools and higher schools, and the "New Education." As our schools are better and our intelligence greater, do we pay less attention to politeness? The Quakers are not much given to French forms of politeness, but are they less genuinely polite?

I am quite surprised at Prof. Kneeland not finding the German schools superior to ours in methods of teaching reading. Are not all the German teachers trained, professional teachers? and did they not have Pestalozzi, Froebel, and a whole host of like names to lead them into the correct methods?

Well, it is refreshing to learn from one educator that America can do one thing as well as other people. Most educators—American educators who go abroad—find little of merit in American schools, but "double and twisted" perfection in German schools. J. FAIRBANKS.

THE QUALIFICATION OF VOTERS AT SCHOOL MEETINGS.—The laws for 1886 will not be ready for distribution for some time, and to avoid the doubt and perplexities which might arise at school meetings soon to occur, and in answer to many inquiries, I have caused the provisions of the General Act relating to the subject to be printed as amended. Section 13, Title 7, now reads as follows: "Section 12. Every person of full age residing in any neighborhood or school district, and entitled to hold lands in this state, who owns or hires real property in such neighborhood or school district liable to taxation for school purposes, and every resident of such neighborhood or district who is a citizen of the United States above the age of twenty-one years, and who is the parent of a child or children of school age, some one

or more of whom shall have attended the district school for a period of at least eight weeks within one year preceding, and every such person not being the parent who shall have permanently residing with him or her such child or children, and every such resident and citizen as aforesaid, who owns any personal property assessed on the last preceding assessment roll of the town, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no others, shall be entitled to vote at any school meeting held in such neighborhood or district."

By the provisions of the act quoted, there are four classes of persons entitled to vote at school meetings in this state.

1st. Every person of full age, who is a resident of the district, entitled to hold lands in this state, who either owns or hires real estate in the district liable to taxation for school purposes.

2d. Every resident of the district, who is a citizen of the United States, 21 years of age, and who is the parent of a child of school age, provided such child shall have attended the district school for a period of at least eight weeks within one year preceding.

3d. Every resident of the district, a citizen of the United States, 21 years of age, not being the parent, who shall have permanently residing with him or her a child of school age, which shall have attended the district school for a period of at least eight weeks within one year preceding.

4th. Every resident and citizen of full age, who owns any personal property assessed on the last preceding assessment roll of the town, exceeding fifty dollars in value exclusive of property exempt from execution.

In either class the voter may be male or female. In the second class both father and mother are entitled to vote. In the third class (cases of children residing with others than their parents) the phrase "him or her" in the statute must be held to limit the suffrage to one person only, and that the head of the household. Therefore, where husband and wife living together have such a child residing with them, the wife is not on that account entitled to vote, although she may be for other reasons.

By Section 13, Title 7, General School Act, it is provided that in case a person offering to vote at any school district meeting shall be duly challenged, the chairman presiding at the meeting shall require such person to make the following declaration: "I do declare and affirm that I am an actual resident of this school district, and that I am qualified to vote at this meeting," and that every person making such declaration shall be permitted to vote on all questions proposed at such meeting, but if he refuses to make such declaration his vote shall be rejected.

Section 14 of the same title makes it a misdemeanor if any person willfully makes a false declaration of his right to vote upon being so challenged.

Superintendent of Public Instruction, A. S. DRAPER.
New York.

A WARNING.—Being a subscriber to "Johnson's Household Book of Nature," and knowing that this work has been largely sold among the teachers of New York City and adjacent places, I write to warn all teachers that the agent who took these orders has been discharged by the publisher, and is now endeavoring to swindle the subscribers. Books surrendered to him on the supposition that he is to have them bound will never be returned. The numbers he obtains in this way he uses to deliver at a discount to other subscribers, thus defrauding both subscribers and publisher.

If subscribers will deal only with the regular deliverers, and not even give up their books to them without a printed receipt from Mr. Johnson for same, they will avoid the loss of their books. MAY MACKINTOSH.

ANSWERS.

In the answer given by G. E. M. to question 389, in your issue of July 3, there is evidently an error. According to his statement there were only 90 years in the first century, if he allows 100 years to each of the others. The correct answer to the question is this:

The eighteenth century ended Dec. 31, 1800, at midnight; the nineteenth century began on the morning of Jan. 1, 1801, just as the eighteenth passed away.

If this is not correct, will G. E. M., or somebody else, show where the error lies? S. F. B.

A PLEASANT TRIP.—The trip from New York to Richmond is so delightful, so invigorating, and so cheap, being only \$18 for the round trip, including state-room and meals, giving a day and a night on the ocean, and the same time on the river each way that I wonder that many teachers do not avail themselves of it for a pleasant recreation. The officers of the line are experienced and careful, and the table is equal to that of the best hotels. The run to Norfolk is made in from twenty to twenty-four hours. This trip in the summer is always delightful, but this was remarkably fine. At sundown we had the still, glassy sea, often described but not seen. The usual rising and falling of the prow almost disappeared.

Off Delaware Bay we are always out of sight of land about four hours. After entering Chesapeake Bay we of course pass in front of Fortress Monroe, and over the scene of the famous conflict between the Merrimac and Monitor; and after landing at Norfolk, Portsmouth, and Newport News, we then proceed up the James River to Richmond.

At City Point we have a fine view of Grant's headquarters, which is an elegant residence overlooking the river. Here lay at anchor a fleet of monitors, perhaps never again to be used. Historic points are continually coming to view. Our vessel, although a large ocean steamer, passes through the Dutch Gap, originally commenced by Gen. Butler as a war measure. The cut through a neck of land is not over 300 yards long, but it shortens the trip nearly seven miles. We land in Richmond, and on the way to our hotel, are driven to Libby Prison, standing on the bank of the river, now used by a commercial fertilizing company. It seemed small, but could its old brick walls and massive timbers speak, they would tell many a sad tale of dire suffering.

At the capitol in Richmond I met the very gentlemanly Dr. Buchanan, state supt. of public instruction; also the governor and attorney-general, who were in session as the state board of education. The view from the roof, aided by the descriptions of the colored janitor, gives a clear notion of the positions of the besiegers during the war. A railroad trip of about twelve hours brought me to Newtown, the county seat of Catawba County, the place of my work in the normal school. H. R. SANFORD.

BOOK DEPARTMENT.

NEW BOOKS.

THE FOUNDATION OF DEATH. A Study of the Drink Question. By Axel Gustafson. Third Edition Revised. Boston: D. C. Heath & Co. 598 pp. \$2.00.

This book was not made to prove a theory, but was the outgrowth of a pure and unprejudiced seeking after the truth; and in the preparation for this work the author has made exhaustive and impartial researches in the alcohol literature of nearly all countries. He has examined, in the various languages, some three thousand works on alcohol and cognate subjects; from a large proportion of which carefully selected quotations are made. This book contains a bibliography of over 2,000 works, arranged chronologically, and the works of each country separately. As far as has been possible all departments of this study have been brought up to date. The plan of the book is as follows, and is arranged in chapters: Drinking among the ancients; The history of the discovery of distillation; Preliminaries to the study of modern drinking; Adulteration; Physiological results, or the effects of alcohol on the physical organs and functions; Pathological results, or diseases caused by alcohol; Moral results; Heredity, or the curse entailed on descendants by alcohol; Therapeutics, or alcohol as a medicine; Social results; The origin and cause of alcoholism; Special reasonings concerning the use of alcohol; What can be done?

This volume has been pronounced by temperance reformers to be the fairest, most exhaustive, freshest, and most original of all the literature on the subject that has yet appeared. It is impartial and careful in its evidence, fair and fearless in its conclusions, and its accuracy is vouched for by the best physiologists and physicians.

THE CENTURY ILLUSTRATED MONTHLY MAGAZINE. November, 1885, to April, 1886. The Century Co., New York. F. Warne & Co., London. Vol. XXXI. New Series, Vol. IX.

The *Century* is so well known, that any description of it for the readers of this paper would be superfluous. In its range of subjects it includes a large number of topics of everyday interest, both to the thoughtful student and cursory reader. Its success is a marvel. This volume, from November last to April, contains nearly a thousand pages of reading matter, illustrated by more than a third as many engravings, which differ as widely in character as do the scores of articles they accompany. Many papers deal with questions of present and lasting importance. "Socialism," "Some European Republicans," "Church Union in the United States," are among the more prominent of these topics. The papers on the battles and leaders of the civil war, composed of distinct articles, yet forming a continuous series of great historical value, include two from General Grant—on Chattanooga, and the Preparations for the Wilderness; General Buell's caustic discussion of Shiloh; The Second Bull Run, by Generals Pope and Longstreet; Captain Ericsson's account of The Monitors; and the graphic narratives of the Alabama-Kearsage duel, and numerous companion articles giving both sides of the great struggle a fair chance. Twenty maps and twice as many portraits of leaders in the conflicts described, with a profusion of battle pictures and army sketches, accompany the War Papers. In this series one contribution stands separate and unique,—that in which Mark Twain's ludicrous experiences as a Confederate volunteer are duly chronicled. In addition to these, scattered through the volume are essays touching almost all subjects and readers.

EMILE; OR CONCERNING EDUCATION. Extracts containing the Principal Elements of Pedagogy Found in the First Three Books. With an Introduction and Notes by Jules Steeg, Depute, Paris, France. Translated by Eleanor Worthington. Boston: D. C. Heath & Co. 80 cents.

PESTALOZZI'S LEONARD AND GERTRUDE. Translated and Abridged by Eva Channing. Boston: D. C. Heath & Co. 181 pp. 80 cents.

LEVANA; OR THE DOCTRINE OF EDUCATION. By Jean Paul Friedrich Richter. Translated from the German. Preceded by a Short Biography of the Author, and his Autobiography, a Fragment. Boston: D. C. Heath & Co. 413 pp. \$1.30.

THE TEMPERANCE TEACHINGS OF SCIENCE. Adapted to the Use of Teachers and Pupils in the Public Schools. By A. B. Palmer, M.D., LL.D. With an Introduction by Mary A. Livermore. Boston: D. C. Heath & Co. 163 pp. 48 cents.

SYSTEMS OF EDUCATION. A History and Criticism of the Principles, Methods, Organization, and Moral Discipline Advocated by Eminent Educationists. By John Gill. Boston: D. C. Heath & Co. 312 pp. \$1.

STUDIES IN GENERAL HISTORY. By Mary D. Sheldon. Teacher's Manual. Boston: D. C. Heath & Co. 167 pp. \$1.60.

Pedagogical Library. Edited by G. Stanley Hall. Vol. I. **METHODS OF TEACHING HISTORY.** By A. D. White, C. K. Adams, John W. Burgess, J. R. Seeler, H. B. Adams, E. Emerton, G. S. Morris, R. T. Ely, A. B. Hart, W. C. Collar, J. T. Clarke, W. E. Foster, and others. Second Edition, Entirely Re-cast and Re-written. Boston: D. C. Heath & Co. 385 pp. \$1.40.

HABIT AND ITS IMPORTANCE IN EDUCATION. An Essay in Pedagogical Psychology. Translated from the German of Dr. Paul Radestock. By F. A. Caspari. With an Introduction by G. Stanley Hall, Ph.D. Boston: D. C. Heath & Co. 117 pp. 60 cents.

The publishers of these books have done the educational world excellent service by placing these volumes within the reach of all teachers. Rousseau's "Emile" is full of suggestions of great value to those engaged in training children. The author, although a bad man, had good impulses, sound ideas, and knew how to express them. The publication of his book marks an era in the advance of educational thought. No teacher can be thoroughly informed of the philosophy of his work without reading it. Pestalozzi's "Leonard and Gertrude" is one of the few of his writings. It can be quickly read, and to some it may appear unsatisfactory, but the thoughtful student will derive from it much sound educational knowledge and practice.

Richter's *Levana*, contains the doctrine of education, and nothing will ever be written more complete. There are many statements with which we cannot agree, but its philosophy cannot be questioned.

The remainder of the books mentioned above are worthy of being placed in the most conspicuous place in a teacher's library; not to remain there for show, but to be frequently studied and thought about. We earnestly recommend all teachers at once to own and study these books. Nothing would mark a greater advance in the education of our country than to know that a hundred thousand of each of these volumes had been sold. We sincerely hope this time may soon come, and that publishers of solid volumes like these will reap as rich rewards as those who publish textbooks to be used in class instruction.

HOW TO READ CHARACTER. A New Illustrated Hand-Book of Phrenology and Physiognomy, for Students and Examiners, with a Descriptive Chart. New York: Fowler & Wells Co., Publishers, 753 Broadway. 191 pp. \$1.25.

In this illustrative hand-book, the author has endeavored to incorporate just that kind of matter best suited to both the examiner and the examined, and to put it in the smallest possible compass, and yet have completeness of statement and full illustration. The arrangement of the work is systematic, and the expositions clear and succinct. The introduction defines the brain and skull, and is fully illustrated. The divisions of the book are, first principles, physiological conditions, grouping of the organs, the organs and their functions, the art of character reading, practical application, objections to phrenology, the trades and professions. This constitutes the first part, and is copiously illustrated. Part II, comprises tables, giving an outline of the character, physiological development, and present condition of the person examined, with delineation of character, and mental faculties. The author's design in this volume, is to correct errors in judgment, and to aid in cultivating and developing the higher qualities of mind and heart.

THE WEALTH OF HOUSEHOLDS. London: Henry Frowde, Oxford University Press Warehouse, Amen Corner, E. C.—Macmillan & Co., 112 Fourth Avenue, New York. 368 pp. \$1.25.

The substance of this work was first put together more than twenty years ago, by way of using the experience of a man of business in the education of his children. It was afterwards delivered as a series of lectures, and now appears in the form of a text-book—and with special reference to some of the economic questions of the day. Its arrangement is in chapters, with marginal notes. A preliminary chapter opens the book, and treats of political economy in its various phases. This is followed by, Exchangeable Value, Sources of Income, Wages, Profit, Rent, Interest, Commerce, Capital, Credit, Money, Banking, Insurance, Competition, Taxation, Pauperism, Foreign Commerce, Property in Land, Socialism, Communism, and Nihilism. Though the whole volume may be said to treat of the question of capital and labor and their relations, paragraphs 1176-1193 bear especially on the case of the workman. The book is well bound, has clear type, and is altogether a valuable book.

THUCYDIDES. Translated by B. Jowett, M.A. Boston: D. Lothrop & Co.

The Peloponnesian war marks an epoch in Greek history, and is ever a subject of interest to students of history, but he who reads Thucydides' account of the war has the charm of the narrator added to the interesting subject. Thucydides was an eye-witness of, and for a short time an actor in, the war that devastated Greece for over twenty years, and he relates events and describes noted persons in a manner wholly unequalled by any ancient historian. His style is noble and spirited, and as a historian he is considered accurate and impartial. In spite of its faults, it is considered by students of the Greek language as a model work.

Prof. Jowett's translation needs no criticism. He is well known as a translator and critic, and more than this he appreciates not only the words, but the writer, and grasps the spirit of the age in which he lived. He removes himself to the times in which the work was produced, and judges it in all its masterly qualities and imperfections according to the standard of those times. The English edition consists of two volumes. The second containing notes valuable only to one who can read Thucydides in the original. The American edition is designed to meet the wants of the ordinary reader; the second volume is therefore omitted.

THE CRUISE OF THE ALABAMA. By One of the Crew. Boston and New York: Houghton, Mifflin, & Co. 50 cts.

The cruise of this famous vessel that was fitted out in England for the Confederate service is narrated in the language of one of the crew. The narrator begins with the fitting out of the Alabama in the Mersey river, follows it throughout its two years' career down to the final action with the Kearsage on the coast of France where it was sunk. The account cannot make the slightest claim to the dignity of history, neither is the cruise minutely followed. The narrative is told in the light, reckless way, characteristic of the sailor, interspersed with amusing anecdotes and nautical phrases.

To the ordinary reading public a more attractive way of relating the cruise of the historic Alabama could not be employed.

THE GOLDEN TREASURY of the Best Songs and Lyrical Poems in the English Language. Selected and Arranged with Notes. By Francis Turner Polgar. London and New York: Macmillan & Co. 346 pp. 50 cents.

It is believed that this little collection of poems differs from others in the attempt made to include in it all the best original lyrical pieces and songs in our language. By the term, lyrical, the editor implies that each poem shall turn on some single thought, feeling, or situation. In accordance with this, narrative, descriptive, and didactic poems have largely been excluded. Humorous poems, too, with few exceptions do not find a place in the volume. In the arrangement, the most poetically-effective order has been attempted, and the division of the poems is, I, to the ninety years closing about 1616, II, thence to 1700, III, to 1800, IV, to the half century just ended. Looking at the poets who, more or less, give this book its distinctive character, we find Shakespeare, Milton, Gray, and Wordsworth, reflecting the natural growth of our poetry. There are in this little volume three hundred and one poems, and at the close copious notes are found upon each division.

SELECTIONS FOR WRITTEN REPRODUCTION. Designed as an Aid to Composition Writing and Language Study. By Edward R. Shaw. New York: D. Appleton & Co. 102 pp.

This aid to composition and language study is prepared by Mr. Shaw to meet the wants of teachers in giving fuller employment to their students in learning to write English. The value of written reproduction is being felt more and

more, and a variety of such exercises has been greatly needed. The selections given in this volume have been tested in school-room work and found to be useful and practical. The arrangement is in the form of stories, of such length that one is to be considered sufficient for one lesson. Part first comprises selections of a purely narrative character. Part second, the selections contain quotations, and are more difficult in their lessons in punctuation. Part third, consists of material adapted to advanced grammar grades and classes in rhetoric. Suggestions of value are given at the commencement of each part, and notes for the use of teachers are found scattered all through the book.

BOYS' HEROES. By E. E. Hale. Illustrated. Boston: D. Lothrop & Co. \$1.00.

"Boys," says Mr. Hale, "are jealously exclusive in their choice of heroes, and have not many," and he goes on to recount the names of those whom he believes are entitled to a high place in juvenile estimation. And now, indeed, these same boys have found a gold-mine in a book by Dr. Hale himself, in which he tells the stories of twelve favorite heroes in a way that they have never been told before. The list embraces Hector, Horatius Cocles, King Arthur, Richard of the Lion Heart, Chevalier Bayard, Israel Putnam, Napoleon, and others.

Last of all, but not by any means least, is the ideal hero of the author's own creation. It was agreed by the little circle which had selected the list, that the last one should be an ideal, a hero of our own time, an American, who should be neither rich nor poor, and who should be as gentlemanly as King Arthur, as tender as Hector, as brave as Horatius, and as successful as Napoleon in his early days. This creation he names Ralph Allestree, and it will interest boys to see what the author has made him, and in what situations he has placed him to exhibit all these several virtues and accomplishments. The book is very handsomely illustrated.

CALIFORNIA. (American Commonwealths Series.) From the Conquest in 1846, to the Second Vigilance Committee in San Francisco. A Study of American Character. By Josiah Royce, Assistant Professor of Philosophy in Harvard College. Boston and New York: Houghton, Mifflin, & Co. \$1.25.

This study is made from an original standpoint, and preserves the spirit and individuality which is found in each of the American Commonwealths Series, not impairing, but rather adding to the unity and power of that valuable series.

Mr. Royce has written from the sources of information, having had access to many original and private documents of great value. Wide, patient research in other directions has added to the thorough reliability of the author's facts.

As to the method of study employed, more interest is evidently taken by the author in the social condition than the individual men, and the men themselves are of more interest than their fortunes; while the purpose to study the national character has never been lost sight of, even in the midst of minute examination of certain obscure events. The story begins with the seemingly accidental doings of detached, but in the sequel, vastly influential individuals, and ends just where the individual ceases to have any great historical significance for California life.

Through all the complex facts related, is running the one thread of the process whereby a new and great community first came to a true consciousness of itself.

EVERY-DAY RELIGION. By James Freeman Clarke. Boston: Ticknor & Co. \$1.50.

This book tells us the author's ideas of how to make the most of life; of the duty of being unfashionable; of voluntary and automatic morality; of true and false manliness. He has something to say concerning the difference between what we possess and what we own; and a suggestion as to what will make us generous. A chapter is devoted to the Heavens and Hells of the present life, and other chapters to lost opportunities and moral mechanics and dynamics. Such chapter titles as these, indicate in a general way, the scope and aim of the book, and show that it is very appropriately named.

The thought and style are characteristic of Dr. Clarke: Strong, simple, clear, accurate; and everywhere and always full of the purpose which is their motive. The book is worthy of the author of "Self-Culture." It is full of interest and help for all earnest thinkers and lovers.

GRAMMAR FOR COMMON SCHOOLS. By B. T. Tweed, A.M. Late Supervisor in the Boston Schools. Boston: Lee & Shepard. 30 cents.

In the preparation of this grammar, the author has assumed that pupils before using it, have been trained in the primary schools and the lower classes of the grammar schools, to use language, both oral and written in a simple way with general correctness. He endeavors to develop and more fully illustrate the principles which are already partially apprehended through actual use, but not yet formulated in rules.

The mode of procedure is from the sentence to the word; and grammatical facts are stated in a way to explain the construction of language as used by our best speakers and writers.

Idiomatic expressions, requiring a knowledge of the history of the language to explain, as well as difficult and doubtful constructions, are referred to in an appendix to be used at the teacher's discretion.

It is an excellent little book; a step in the right direction.

ANNOUNCEMENTS.

Undoubtedly, the prince among question books will be the one which Edward R. Shaw, of Yonkers, N. Y., has had in preparation during the last two years. It is to be issued early in the fall, by E. L. Kellogg & Co.

The publishers of the popular little *Song Treasures*, Nos. 1 and 2, of which over 10,000 have been sold, will publish all the pieces in those books in one little volume of 94 pp. It will include as many more new pieces.

Literary Life, the Chicago magazine of which Miss Rose Cleveland, sister of the President, lately took editorial charge, was recently seized by the sheriff to satisfy a judgment claim of \$10,000. The publication of the magazine was not affected, and the difficulty was soon arranged.

Mr. E. R. Champlin, of Rhode Island, is engaged upon "A Handbook of Living American Writers," which will contain about fifteen hundred names, with principal biographical details, but no criticism.

A bottle of Hood's Sarsaparilla contains 100 doses, more than any other preparation. Try it.

TO UNEMPLOYED TEACHERS.

In a country like this, where the ranks of her statesmen and legislators are honorably replenished by young men from the canal-boat, the plough, and teaching profession, and the pulpits are filled with men who graduated from the farm or the shop, there are necessarily periods of transition in the lives of these young men, when they were neither settled in a profession nor contented to replenish their scanty means for further intellectual conquests by the small pittance offered by wage-working on the farm or in the shop. To all such we present the opportunity of a remuneration for their services, which will prove more nearly commensurate with their realized needs, their aspirations and their ability. At the same time no employment is better calculated to develop in the student that practical talent for judging of men and for that personal power by which he is to make his influence felt in society, than this employment which we are offering to every right-minded young man whose eyes shall fall on this page. By personal experience we know that without this peculiar acquisition to your mental and magnetic powers which comes to you only by your contact with men on the battle-field of the great busy world, all your book knowledge, all your fine scholarship—like a splendid locomotive engine without fuel and without water—is powerless. Now, if you are the person for whom this is written, you need to acquire money and a practical knowledge of men and their way of living in society. You can acquire these nowhere else more rapidly than in the sale of our publications. We offer liberal commissions, and our books and papers have a ready sale to teachers everywhere; intelligently directed energy in the handling of any one of the papers is a guarantee of success. But this business is not to be gained. You oppose something to get muscle, and you must oppose something or somebody in order to win money and experience with human nature.

We solicit correspondence on this subject. Should any teacher who reads this desire to be usefully employed—write to us at once. We will send full particulars and instruction in our methods of canvassing. Address:

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Russia

RAMBAUD'S is doubtless the best history of Russia in any language.

Russian history begins almost in myth, proceeds into a wilderness of conflicting traditions, and emerges into a clear light only in comparatively recent times. It is studied with imposing personalities and darkened by hideous crimes; striking events make it dramatic, the sufferings of a great people lend it pathos; the unrest of the present hour and the uncertain outlook for to-morrow invest it with deep interest. M. Rambaud puts the reader's mind fully in train to consider the situation of the hour.—*Literary World*, Boston.

THE PERIOD covered is from the earliest times to 1877. It is more interesting as told by M. Rambaud than any romance. It is a cloth of gold studded with diamonds, not of moral brilliance but of intellectual vigor and fascinating personality.

Ivan the Terrible, Peter the Great, Mazaepa, Catherine, Nicholas, and other monarchs of iron will and broad ambition relieve the monotony of war, and the Mazaepa of Byron comes in as a charming episode. The high civilization attained without the adoption of a civilized form of government, leaves no room for surprise at the strength of Nihilism.—*Inter-Ocean*, Chicago, Ill.

THE HISTORY of Russia now published is the most satisfactory history of that country ever brought before English readers. The history of the rise of this wonderful nation is remarkable. Its power of absorption and diffusion is phenomenal. "The World," said Napoleon once, "will one day be ruled by the Slav and Teuton races." The prophecy is under fulfillment. How the Russian Slavs expanded from small districts about

ILLUSTRATED History of RUSSIA

from the Earliest Times to 1877. By A. RAMBAUD. Translated by L. B. LANG. In two large 12mo volumes, Long Primer type, with numerous fine illustrations and maps. Fine cloth, gilt tops, Library style. Price reduced from \$18 to \$1.75.

the Upper Dvina and Dnieper and the Volga and the Oka until they dominate one-sixth the territorial surface of the globe, containing a population of 108,000,000, is most admirably told by Rambaud. The work is well supplied with maps, and well indexed.—*Pioneer Press*, St. Paul, Minn.

RUSSIAN history is full of cruelty, oppression, tyranny, and all sorts of crime, with few peaceful passages to note the advance of civilization. This very fact makes it dramatic and full of stirring incidents, and those who crave this kind of reading, or who desire to know the history of Russia for its own sake, will find M. Rambaud's volumes well suited to their needs. He has taken vast pains to make his history both full and accurate; his style is nervous and forcible, and he gives a graphic picture of the bloody centuries through which the Russian Empire rose. His book lifts to a great extent the veil of mystery that hangs over the origin and growth of Russia.—*Inquirer*, Philadelphia.

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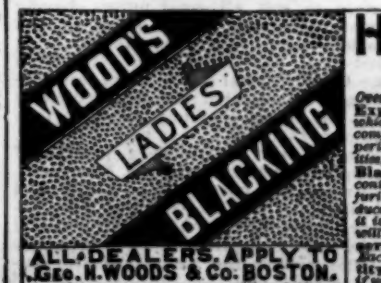
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OUR readers are urged to examine the advertising columns each week, as interesting announcements will always be found there. When communicating with advertisers readers will render a special service to the JOURNAL by mentioning it on such occasions. Some advertisers seem to require this evidence that their announcements meet the eyes of the particular class they desire to reach. Hence this request.

"What'd I tell ye?" snarled Uncle Abner Bimbley, one of the pizenest Republicans the Corners ever knew. "Told ye Cleveland an' his crowd wasn't fit to run the country, didn't I? I've been readin' the papers pretty sharp the past year, an' all's I've seen is fourth-class postmasters appointed. Didn't use to be so with us. We had first-class men or nothin'! I tell ye the Democrats ain't fit." And the old man shook his head sagely.—*The Grocer.*

COMING out of the theatre the other night after the impressive performance of Booth's "Hamlet," attention was drawn to the effusive delight of a young lady, who was thus apparently trying to show her gratitude to the gentleman upon whose arm she was resting. "I've had a real good time, George," said she, "and it's a real lovely play. It's so full of quotations."—*Boston Post.*

COACH (to college athlete): "Your muscles seem soft, and your whole system needs toning up. Are you drinking anything?"

College athlete: "Not a drop."
Coach: "Smoking to excess?"
College athlete: "No."
Coach: "Studying?"
College athlete: "Er—yes, a little."
Coach (indignantly): "Goodness, man! Do you want to lose the race?"

A COUPLE of visitors from a rural district, in the House gallery, were trying to pick out their Congressman on the floor. "I can't distinguish him," said one, after a hopeless visual observation. "Of course not," was the honest reply; "he can't even distinguish himself."

IMPORTANT.

When you visit or leave New York City, save baggage expressage and \$3 Carriage Hire, and stop at the Grand Union Hotel, Opposite Grand Central Depot.

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A CHICAGO MAN, who has recently returned from Europe, was asked what he thought of Rome. "Well," he replied, "Rome is a fair-sized town, but I couldn't help but think when I was there that she had seen her best days."

SICK HEADACHE.—Thousands who have suffered intensely with sick headache say that Hood's Sarsaparilla has completely cured them. One gentleman thus relieved, writes: "Hood's Sarsaparilla is worth its weight in gold." Reader, if you are a sufferer with sick headache, give Hood's Sarsaparilla a trial. It will do you positive good. Made by C. I. Hood & Co., Lowell, Mass. Sold by all druggists. 100 Doses One Dollar.

CONGRESS promises to protect us against oily margarine; but, alas! who will protect us against Congress?—*Puck.*

CONGRESS can get rid of a great responsibility by making Senator Blair assignee of the Union. It would be hard to find a more thorough ass'n he.—*Macon Telegraph.*

ADVICE TO MOTHERS.

MRS. WINSLOW'S SOOTHING SYRUP should always be used for CHILDREN TEething. IT SOOTHES THE CHILD, SOFTENS THE GUMS, allays all pain, CURES WIND COLIC and is the BEST REMEDY FOR DIARRHOEA. 25 CTS. A BOTTLE.

MR. HAYES: "My dear, many of my friends are urging me to run for Congress."

MRS. HAYES: "You run for the Indian meal, Rutherford, and feed the chickens. That's better than running for Congress; and get this morning's eggs from the barn, and then I'll tell you what to do next."

Glenn's Sulphur Soap cleans and beautifies, Mc-German Corn Remover kills Corns, Bunions, Etc. Hill's Hair and Whisker Dye—Black & Brown, Etc. Pike's Toothache Drops cure in 1 Minute, Etc.

ONE of the speakers at the recent celebration likened the founders of Springfield to Daniel in Babylon, who is said to have been unpalatable to the lions because he was about two-thirds backbone and the rest pure grit.—*Springfield Union.*

We Caution All Against Them. The unprecedented success and merit of Ely's Cream Balm—a real cure for catarrh, hay fever, and cold in head—has induced many adventurers to place catarrh medicines bearing some resemblance in appearance, style, or name upon the market, in order to trade upon the reputation of Ely's Cream Balm. Don't be deceived. Buy only Ely's Cream Balm. Many in your immediate locality will testify in highest commendation of it. A particle is applied into each nostril; no pain; agreeable to use. Price 50c.

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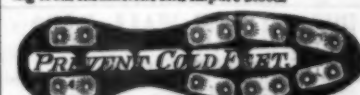
Peck's Patent Improved Cushioned Ear Drums perfect restore the hearing, and perform the work of the natural drum. Always in position, but invisible to others and comfortable to wear. All conversation and even whispers heard distinctly. We refer to those who use them. Send for illustrated book with testimonials, free. Address, W. H. PECK, 255 Broadway, N. Y. Mention this paper.

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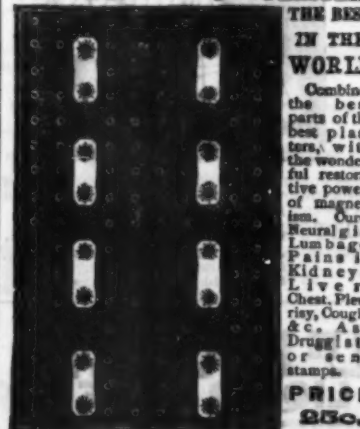
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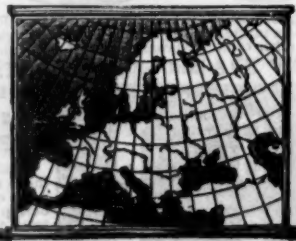
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